DOCUMENT RESUME

ED 220 581 CE 032 526

AUTHOR	Reid, Barbara; And Others
TITLE	Articulated Instruction Objectives Guide for Typewriting (Module 1.0--Typewriting I) (Module 2.0--Typewriting II). Project Period, March 1981-February 1982 (Pilot Model). Edition I.
INSTITUTION	Greenville County School District, Greenville, S.C.; Greenville Technical Coll., S.C.
SPONS AGENCY	South Carolina Appalachian Council of Governments, Greenville.
PUB DATE	Feb 82
NOTE	155p.; For related documents see CE 032 524-530.
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Articulation (Education); Behavioral Objectives; Business Correspondence; *Clerical Occupations; *Competency Based Education; *Office Occupations Education; Postsecondary Education; Program Development; Program Implementation; Secondary Education; *Typewriting; Vocational Education
IDENTIFIERS	Proofreading

ABSTRACT

Developed during the course of a project designed to provide a continuous, competency-based line of vocational training in business and office education programs at the secondary and postsecondary levels, this package consists of an instructor's guide and learning modules for use in Typewriting I and Typewriting II. Various aspects of implementing and articulating secondary and postsecondary typewriting courses are covered, including course content, typewriting standards, student-teacher agreements, suggested instructional time, tasks addressed in the courses, outcome-referenced measures, equipment needed, and references. The two modules contain 20 and 21 task sheets respectively. Among those topics addressed in the first module are mastering machine parts; operating the typewriter; correcting errors; centering and tabulating; composing and typing business letters, envelopes, and memorandums; and proofreading. Dealt with in the second module are typing minutes of meetings, spirit masters, and stencils; preparing rough drafts, legal documents, agendas, itineraries, manuscripts, and business forms; and dividing words. The task sheets contain some or all of the following: performance objectives, performance actions, suggested instruction times, performance standards, and related technical information. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED220581

ARTICULATED INSTRUCTION OBJECTIVES GUIDE
FOR
TYPEWRITING

(MODULE 1.0 - TYPEWRITING I)
(MODULE 2.0 - TYPEWRITING II)

PROJECT PERIOD

March, 1981 - February, 1982

(Pilot Model)

PREPARED BY
VOCATIONAL ARTICULATION
TASK FORCE COMMITTEE FOR BUSINESS AND OFFICE EDUCATION
REPRESENTING
THE SCHOOL DISTRICT OF GREENVILLE COUNTY
AND
GREENVILLE TECHNICAL COLLEGE
GREENVILLE, SOUTH CAROLINA

OCCUPATIONAL EDUCATION ARTICULATION PROJECT
FUNDED BY
SOUTH CAROLINA APPALACHIAN COUNCIL OF GOVERNMENTS

CE032526

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

FEBRUARY, 1982

EDITION I

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

W. E. HENDERSON

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ACKNOWLEDGEMENTS

While this articulated, performance-based instruction objectives guide is the product of the work of all of the Business and Office Education Task Force Committee participants and has been reviewed by all Business and Office Education teachers in The School District of Greenville County, the following teachers initially were responsible for developing Typewriting I and II: Barbara Reid, Jennine Blair, Imogene Johnson, and Patricia Shealy.

The cooperation of the Business and Office Education Office, Office of Vocational Education, South Carolina State Department of Education, is appreciated. The Office allowed the Task Force Committee for Business and Office Education to review a 1981 draft of proposed objectives for a secondary level typewriting curriculum guide that the State Office is developing.

The professional interest of Miss Joanne Montague of The School District of Greenville County in editing this guide is appreciated.

CONTENTS

Secondary Typewriting I T-1

Secondary Typewriting II T-2

State Department of Education Description T-4

Post-Secondary Typewriting Description T-6
    Typing I T-6
    Typing II T-6
    Typing III T-7
    Typing IV T-8

Summary of Typewriting Standards T-9

Standards T-10
    Mailability T-11
    Word Division T-14
    Current Postal T-15
    Scoring Timed Writings T-16
    Errors T-19
    Production T-20
    Stroking and Manipulative Control T-22
    Capitalization T-23
    Punctuation T-25
    Number Usage T-30

Student-Teacher Agreement T-31

Summary Suggested Instruction Time T-33

Task Listing T-34

Typewriting I T-37
    Mastery of Machine Parts T-38
    Keyboard Use T-39
    Numbers, Signs, and Symbols T-40
    Margin Setting T-41
    Operate the Typewriter T-42
    Erase and Correct Errors T-43
    Centering/Spread Centering T-44
    Perform Simple Tabulation T-45
    Type Manuscripts T-46
    Type Tabular Material: Tables, Columns, Rows T-48
    Composing Business Letters T-49

Carbon Pack Preparation T-50
Type Business Letter T-51
Type Large Envelopes........ T-53
Type Small Envelopes T-54
Type Pre-Printed Business Forms T-55
Type Memorandums T-56
Type Correspondence and Reports from Rough Drafts T-57
Type Index Cards T-58
Proofread Final Copy T-59
Type No Less than 35 Gross WPM T-60

Outcome-Referenced Measures T-61
Mastery of Machine Parts T-62
Keyboard Use T-64
Numbers, Signs, and Symbols T-66
Margin Setting T-67
Operate the Typewriter T-68
Erase and Correct Errors T-69
Centering/Spread Centering T-70
Perform Simple Tabulation T-71
Type Manuscripts T-72
Type Tabular Materials: Tables, Columns, Rows T-73
Composing Business Letters T-74
Carbon Pack Preparation T-75
Type Business Letter T-76
Type Large and Small Envelopes T-78
Type Pre-Printed Forms T-79
Type Memorandums T-83
Type Correspondence and Reports from Rough Drafts T-84
Type Index Cards T-87
Proofread Final Copy T-88
Type No Less than 35 Gross WPM T-91

Equipment List T-92

References T-93

Typewriting II T-94

Student-Teacher Agreement T-95

Summary Suggested Instruction Time T-96

Task Listing T-97

Typewriting II T-100
Prepare Minutes of Meetings Using the Typewriter T-101
Type Minutes of Meeting T-102
Type Spirit Masters T-103
Type Mimeograph Stencils T-104
Timed Straight Copy of 3 Minutes T-105
Timed Straight Copy of 5 Minutes T-106
Timed Straight Copy of 10 Minutes T-107

Type Addresses on Envelopes T-108
Type Carbon Copies T-109
Rough Draft Production T-110
Legal Document Typing T-111
Tabulation Production T-112
Agenda Preparation T-113
Itinerary Preparation T-114
Multi-Page Letter T-115
Manuscript Production T-116
Correspondence Production T-117
Business Form Production T-118
Interoffice Memorandum Production T-119
Word Division Rules T-120

Outcome-Referenced Measures T-121
Type Minutes of Meeting T-122
Timed Straight Copy of 3 Minutes T-124
Timed Straight Copy of 5 Minutes T-125
Timed Straight Copy of 10 Minutes T-126
Type Address on Envelopes T-127
Rough Draft Production T-128
Legal Document Typing T-129
Tabulation Production T-130
Itinerary Preparation T-131
Multi-Page Letter T-133
Manuscript Production T-134
Correspondence Production T-138
Business Form Production T-140

Equipment List T-141

Proficiency Report T-142

References T-146

General References T-147

TYPEWRITING

LEVEL: Secondary

TITLE: Typewriting I (Typing I)

DESIGNATION: TYP I COMPUTER NUMBER: 610

DESCRIPTION: Typewriting I introduces the student to touch-typing techniques and to correct operation of the typewriter. Instruction is devoted to skill building and application of skills with emphasis on speed and accuracy. Through correspondence, reports, and simple tabulation, students develop basic techniques for office work.

OBJECTIVES: Given a typewriter, support materials, and instruction, the student will operate the typewriter correctly; develop touch typewriting competency, develop proper typing techniques applied in tabulation, manuscripts, correspondence, business forms, stencils, duplicator masters, and unarranged copy; and develop a minimum typewriting speed of 35 words per minute on a five-minute timed writing on straight copy with a maximum of five errors (95 percent accuracy).

PREREQUISITES: None
Suggested Grade Levels: 10-11

REQUIRED/SUGGESTED INSTRUCTIONAL HOURS:

System	Year		
Divisions	Class	Lab	Total
Credits	1		1
Hours	180		180

PERFORMANCE EVALUATION: The student will demonstrate complete mastery of the keyboard and office typing techniques; the ability to type manuscripts, tables, self-composed materials, letters, forms, and memorandums; and the ability to type timed straight copy from rough draft and typewritten copy. Student will type timed straight copy of average difficulty for three and five-minute periods with approximately 35-45 gross words a minute (GWAM) for five minutes with a maximum of five errors (95 percent accuracy). Student will produce a net production rate a minute (N-PRAM) based on the number of problems acceptably completed which should range from 10-21 or higher. Student will proofread and produce neat and attractive typewritten copy, will display proper techniques of typing figures and symbols, and will center copy both vertically and horizontally. Student will demonstrate good work habits including organization of work station, quanity and quality of work output, and care of the typewriter.

JOB QUALIFICATION: Typing I is a foundation course. Graduates can perform basic typing tasks adequate for lowest level clerical duties.

WORKING CONDITIONS: Typically, there are regular hours in professional or business surroundings. Some businesses may require occasional overtime. Work usually is routine and work in small offices may be varied.

LEVEL: Secondary

TITLE: Typewriting II (Typing II)

DESIGNATION: TYP II COMPUTER NUMBER: 611

DESCRIPTION: Typewriting II is designed to prepare students to become efficient in performing typewriting tasks that are found in real-life situations. Basic skills acquired in the prerequisite course, Typewriting I, are further developed and refined. Considerable stress is placed on accuracy and speed in the preparation of more advanced tables, reports, correspondence, and forms. Concentration on the solution of typing problems is emphasized to improve production rates. Knowledge and skill gained in this course are applicable to realistic office situations.

OBJECTIVES: Given a typewriter, support materials, and instructions, the student will operate the typewriter correctly; improve touch typewriting competency; improve speed and accuracy in typing tabulations, manuscripts, correspondence, business forms, stencils, and duplication masters, and unarranged copy; and will type a minimum of 40-60 words-per-minute timed writing on straight copy with a maximum of five errors (95 percent accuracy).

PREREQUISITES: Typing I
Suggested Grade Levels: 11-12

REQUIRED/SUGGESTED INSTRUCTIONAL HOURS:

System	Year		
Divisions	Class	Lab	Total
Credits	1		1
Hours	180		180

PERFORMANCE EVALUATION:

The student will take timed straight copy ranging from easy to difficult on 3, 5, and 10-minute writings, will take approximately 40-60 or more net words a minute (NWAM) with no more than one error per minute and produce a net production rate a minute (N-PRAM) based on the number of problems acceptably completed which should range from 12-30 or more. Demonstrate high level skill of keyboard mastery and manipulative techniques, typewriting for duplicating and reproducing purposes, skill in typing figures and symbols using both the standard and pipe organ methods, and a high level ability to proofread and make corrections. Demonstrate skill in typing from rough handwritten and typewritten drafts; use of the dictionary and other English guides for spelling, word division, puntuation, capitalization, and grammar; and comprehend various business and executive reports and demonstrate the ability to coordinate the material into correct typewritten copy.

JOB QUALIFICATION:

Students should demonstrate typewriting speed and accuracy sufficient to meet the minimum Civil Service standards for the lowest level office clerical job requirements represented by a minimum acceptable 40 wpm, 5 minutes, 5 errors.

WORKING CONDITIONS:

Typically, there are regular hours in professional or business surroundings. Some business may require occasional overtime. Work usually is routine and work in small offices may be varied.

INTRODUCTORY DESCRIPTION

TYPEWRITING I AND TYPEWRITING II

(Secondary Level)

This descriptive information concerning Typewriting I and II was summarized from the 1980 publication of the South Carolina State Department of Education, Outline of High School Credit Courses.

TYPEWRITING I

Introduces the student to touch-typing and to correct operation of the parts of the typewriter. Instruction is devoted to skill building and application of skill to basic typing tasks. Supervised speed and accuracy development are integrated with basic production or correspondence, reports, and simple tabulation. Emphasis is placed on developing basic techniques for production of communication skills related to office work.

1. Demonstrate complete mastery of the keyboard and office typing techniques.
2. Demonstrate the ability to type manuscripts, tables, self-composed materials, letters, forms, and memorandums.
3. Display proficiency in typing from rough draft and typewritten copy.
4. Demonstrate the ability to type timed straight copy of average difficulty for three and five-minute periods.
5. Demonstrate the ability to type approximately 35-45 gross words a minute (GWAM) for five minutes with a maximum of five errors.
6. Demonstrate the ability to produce a net production rate a minute (N-PRAM) based on number of problems acceptably completed which should range from 10-21 or higher.
7. Display a knowledge of proofreading and ability to produce neat and attractive typewritten copy.
8. Display proper techniques of typing figures and symbols.
9. Demonstrate the ability to center copy both vertically and horizontally.
10. Demonstrate the acquisition of good work habits including organization of work station, quantity and quality of work output, and care of the typewriter.

INTRODUCTORY DESCRIPTION

(Secondary Level)

TYPEWRITING II (TYPING II)

Designed to prepare students to become efficient in performing typewriting tasks that are found in real-life situations. Basic skills acquired in the prerequisite course, Typewriting I, are developed further and refined. Considerable stress is placed on accuracy and speed in the preparation of more advance tables, reports, correspondence, and forms. Concentration on the typing problems is emphasized to improve production rates. Knowledge and skill in this course are applicable to realistic office situations.

1. Demonstrate a high level skill of keyboard mastery and manipulative techniques.
2. Typewrite for duplicating and reproducing purposes.
3. Comprehend various business and executive reports and demonstrate the ability to coordinate the material into correct typewritten copy.
4. Take timed straight copy tests ranging from easy to difficult copy on three, five, and ten-minute writings.
5. Take approximately 40-65 or more net words a minute (NWAM) with no more than one error per minute.
6. Produce a net production rate a minute (N-PRAM) based on the number of problems acceptably completed which should range fron 12-30 or more.
7. Demonstrate skill in typing figures and symbols using both the standard and pipe organ methods.
8. Use the dictionary and other English guides for spelling, word division, punctuation, capitalization, and grammar.
9. Demonstrate a high level ability to proofread and make corrections.
10. Demonstrate skill in typing from rough handwritten and typewritten drafts.

Greenville Technical College
(Post-secondary Level)

TYPING I

COURSE NUMBER: SSC 152 DESIGNATION: Typing I

DESCRIPTION: Typing I is designed to acquaint students with the use of the electric typewriter, to learn the keyboard including numbers, and to type simple production jobs.

OBJECTIVE: Given a straight copy time writing, the student will type a minimum of 30 wpm with 95 percent accuracy. The student will identify correctly the keyboard and the operational mechanisms of the typewriter.

PREREQUISITE: None

REFERENCE: Parts one and two of Typing 75

PERFORMANCE STANDARDS FOR EXEMPTION:

1. Type a minimum of 30 wpm for five minutes within a five-error limit (95 percent accuracy). For each error beyond the fifth error, two words will be deducted from the gross words figured to determine the typing rate.

2. Complete an objective test covering machine parts, basics of setting up tabulation problems, margins, etc., with a grade of at least 90 percent.

3. Set up, type, and make neat corrections on a 45-minute production test. These problems will be acceptable if there are no more than five errors on the combined problems.

EXEMPTION REQUIREMENTS: Ten dollar testing fee and successful completion of the Performance Standards.

TYPING II

COURSE NUMBER: SSC 154 DESIGNATION: Typing II

DESCRIPTION: Typing II is an extension of Typing I and is individualized completely.

OBJECTIVE: Given a five minute straight copy timed writing, the student will type a minimum of 40 wpm with 95 percent accuracy. The student will demonstrate the ability to type neat and accurate business papers.

PREREQUISITE: Typing II

REFERENCE: Parts three and four of Typing 75

PERFORMANCE STANDARDS FOR EXEMPTION:

1. Type a minimum of 40 wpm for five minutes within a five-error limit (95 percent accuracy). For each error exceeding five errors, two words will be deducted from the gross words figured to determine the typing rate.

2. Set up, type, and make neat corrections on a 45 minute production test. These problems will be acceptable if there are no more than three errors on the combined problem.

EXEMPTION REQUIREMENTS: Ten dollar testing fee and successful completion of the Performance Standards.

TYPING III

COURSE NUMBER: SSC 159 **DESIGNATION:** Typing III

DESCRIPTION: Typing III is an extension of Typing II and is individualized completely.

OBJECTIVE: Given five-minute straight copy timed writing, the student will type a minimum of 50 wpm with 95 percent accuracy. The student will demonstrate an ability to produce copy typical of office situations.

PREREQUISITE: Typing II

REFERENCE: Parts five and six of Typing 75

PERFORMANCE STANDARDS FOR EXEMPTION:

1. Type a minimum of 50 wpm for five minutes within a five-error limit. NOTE: If five errors are exceeded two words will be deducted from the gross words figured for each error to determine the typing rate.

2. Set up, type, and make neat corrections on a 45 minute production test. These problems will be acceptable if there are no more than three errors on the combined problems.

EXEMPTION REQUIREMENTS: Ten dollar testing fee and successful completion of the Performance Standards.

TYPING IV

COURSE NUMBER: SSC 202 **DESIGNATION:** Typing IV

DESCRIPTION: Typing IV interrelates various typing skills in a simulated job setting where the student will perform senior typist activities in four different departments which will acquaint the student with various types of forms, letter styles, and terminology.

OBJECTIVE: Given a five minute straight copy timed writing, the student will type a minimum of 60 wpm with 95 percent accuracy. Given office materials, the student will produce mailable copy.

PREREQUISITE: Typing III

PERFORMANCE STANDARDS FOR EXEMPTION:

1. Type a minimum of 60 wpm for five minutes within a five-error limit. NOTE: For each error exceeding the five-error limit, two words will be deducted from the gross words figured to determine the typing rate.
2. Set up, type, and make neat corrections on a 45 minute production test. All problems must be judged mailable by the instructor.

EXEMPTION REQUIREMENTS: Ten dollar testing fee and successful completion of the Performance Standards.

The above information was taken from the 1980-1982 Catalog of Greenville Technical College and from the current (1981) course handout material describing objectives and standards. Typing speed and error standards reflect the minimum standards currently in effect at Greenville Technical College.

SUMMARY

Standard for Typewriting

SECONDARY LEVEL

TYPEWRITING I	35-45 gross words per minute for five minutes with a maximum of five errors (95 percent accuracy)
TYPEWRITING II	40-65 net word per minute with no more than one error a minute

NOTE: Standards are those suggested by the South Carolina State Department of Education.

POST-SECONDARY LEVEL

TYPING I	30 words per minute for five minutes
TYPING II	45 words per minute with 97 percent accuracy
TYPING III	50 words per minute with 95 percent accuracy
TYPING IV	60 words per minute with 95 percent accuracy

NOTE: Standards are those in effect at Greenville Technical College and may exceed State Technical Education standards.

STANDARDS

(Modules 1.0 and 2.0)
(Typewriting I and Typewriting II)

MAILABILITY

One or more of the following errors would cause a letter to be unmailable:

1. Misspelled word or name
2. Material omitted
3. Strikeover
4. Careless erasures
5. Serious misplacement
6. Omission of date
7. Transposed words
8. Errors in figures
9. Smudge marks
10. Raised capital letters
11. Single line of second page
12. Incorrect word division
13. Incorrect punctuation points
14. Incorrect linespacing
15. Material not divided into correct paragraphs
16. Material deleted
17. Errors in letter style

STANDARDS FOR MAILABILITY

Mailable, no reservation

Error-free. May have up to two corrections per page, if neatly done.

Mailable, with reservations

Extra space between words.
Failure to space twice after end-of-sentence punctuation.
Top margin 1½ or more inches smaller than bottom margin.
Top margin 1½ or more inches larger than bottom margin.
Signature line six or more spaces below complimentary close.
Enclosure notation placed before reference initials.
Secretary's reference initials omitted.
More than two neat corrections in one letter.

Mailable after Correction

Incorrect spelling of word or name.
Failure to capitalize proper noun.
Capitalization of word when not necessary.
Omitted period at the end of sentence.
Use of period instead of question mark.
Omission of comma between day and year in date.
Omission of comma between city and state.
Omission of comma between items in a series.
Omission of comma when needed to separate two independent clauses.
Omission of comma after an introductory clause.
Apostrophe omitted in possessive case.
Failure to use a colon before a listing of items.
Omission of date on a letter.
Omission of two-letter state abbreviation with ZIP Code.

Unmailable

Improper word division.
Addition or omission of word which changes meaning of sentence.
Transposed words.
Disagreement of subject and verb.
Failure to spell out number when used at beginning of sentence.
Left margin more than one inch smaller than right margin.
Left margin more than one inch larger than right margin.
Left margin uneven at other than paragraph indentions.
Right margin uneven—more than one inch between longest and shortest lines.
Uneven paragraph indentions.
Failure to double-space between paragraphs.
Signature line two spaces below complimentary close.
Letter askew on page (going uphill or downhill).
Dirty type.
Unattractive correction.

STANDARDS FOR MAILABILITY (Continued):

Handwritten correction.
Strikeover.
Smudges.

SOURCE: Business Education World, March-April, 1981, "To Mail or Not to Mail--An Answer from the Business World," pp. 22-23.

STANDARDS FOR WORD DIVISION

1. You may divide words at the ends of lines to keep the right margin as even as possible. Excessive division should, however, be avoided.

2. Divide words between syllables only, as fore-noon and bom-bard. When in doubt, use the dictionary to help solve word-division problems.

3. Do not divide words of only one syllable, such as friend, thought, or trained. Do not separate a syllable without a vowel; as, didn't.

4. Do not divide a word of seven or fewer letters, such as also, duty, or going.

5. Do not separate a one-letter syllable at the end of a word; as enough.

6. Do not separate a one- or two-syllable at the end of a word; as ready, largely, higher.

7. You may usually divide a word between double consonants; as cor-rect, mil-lion, mes-sage.

8. When adding a syllable to a word that ends in double letters, divide after the double letters of the root word; as, express, express-ing.

9. When the final consonant is doubled in adding a suffix, divide between the doubled letters; as, begin, begin-ning.

10. Divide hyphened compounds only at the point of the hyphen.

11. Avoid dividing abbreviations, numbers, and proper names. When necessary, separate a surname from the initials or given name.

12. Separate the parts of a date, if necessary, between the day of the month and the year.

13. Do not divide the last word on a page.

14. Every effort should be made to avoid dividing words on more than two consecutive lines.

STANDARDS FOR ADDRESSING ENVELOPES

CURRENT POSTAL STANDARDS*

1. Everything is typed in all caps.

2. All puntuation is eliminated.

3. Single space the address regardless of the number of lines, using a maximum of four lines.

4. A maximum of 22 spaces is allowed for the city, state, and ZIP Code: 13 or less positions, 1 space between city and state, 2 positions allotted for the state, 1 space between the state and ZIP Code, and 5 positions for the ZIP Code.

5. When used, the addressee notation ATTENTION is placed on the second line of the envelope address. All other addressee notations are to be typed a triple space below the return address.

6. The address must begin not less than one inch from the left edge of the envelope and it must end within at least one inch from the right edge of the envelope. The city, state, and ZIP Code must be more than one-half inch from the bottom margin of the envelope. No printing can appear to the left, right, or below the mailing address.

7. Abbreviate only those items listed in the "Address Abbreviations" section of the National ZIP Code Directory.

8. Postal notations are typed a triple space below postage stamp.

9. These postal regulations are subject to change. Check annually with the post office for these changes.

*September, 1981

STANDARDS FOR SCORING TIMED WRITINGS

GENERAL

1. Length of Timings. Typing I timed writings shall be 3 minutes in length; Typing II and above timed writings shall be 5 minutes in length.

2. Number of Timed Writings. At least three different timings will be used to establish the level of competency.

3. Material Difficulty. The material to be typed will have an average syllabic difficulty of no less than 1.40.

4. Copy Material. Only unpracticed material will be utilized.

5. Length of Line. Work must be typed on a 70-space line. Except at the end of a paragraph, any line having fewer than 61 or more than 76 characters and spaces is penalized one error in addition to all other errors in the same line.

6. Line Spacing. Work must be double-spaced. Every line wrongly spaced is penalized one error in addition to all other errors in the same line.

7. Paragraphing. Paragraphs must be indented five spaces, and only five. One error in paragraphing is penalized in addition to all other errors in the same line.

8. Errors in Printed Copy. Errors found in the printed copy may be corrected or written as they are in the copy, but in no case shall an error be charged against such words unless they are omitted.

HOW TO SCORE ERRORS

1. Spaces and Punctuation Points.

   A. A space and a punctuation point are treated as parts of the preceding word; but if they are incorrectly made, inserted, omitted, or in any manner changed from the printed copy, one error must be charged unless the preceding word has already been penalized.

   B. Spacing after punctuation which does not follow the specific rule as set forth in the text being used will be considered one error.

2. Faulty Shifting. If only parts of the proper character appear, or if the capital is not on the line of writing, one error is charged. If the complete character is discernible, no error is charged.

3. Lightly Struck Letters. If the outline of any character is discernible, there is no error charged.

4. Transposition. Letters transposed in any word constitute one error. Words transposed are penalized one error for the transposition.

5. Crowding. No word shall occupy fewer than its proper number of spaces; one error will be charged per crowded word.

6. Piling. If any portion of the body of one character overlaps any portion of the body of another character, or extends into the space between words to the extent that it would overlap any portion of the body of a character where there is a character in that space, one error will be charged.

7. Errors. Only one error per word can be counted.

8. Strikeovers. A strikeover will count at least one error per word.

9. Proofreading. Each error not circled and/or counted by the student will count at least two errors.

10. Left-Hand Margin. Characters beginning all lines, except for the first lines of paragraphs, must be struck at the same point of the scale. If one is printed to the left or right of that point, one error must be charged.

11. Corrections. No corrections will be allowed.

12. Last Word. An error made in the last word typed, whether the word is completed or not, must be charged one error.

13. Characters in a Line. Except for the end of a paragraph, any line having fewer than 61 or more than 76 characters and spaces is penalized one error in addition to all other errors in the same line.

14. Incorrect Linespacing. Every line wrongly spaced is penalized one error in addition to all other errors in the same line.

15. Incorrect Paragraphing. One error in paragraphing is penalized in addition to all other errors in the same line.

16. General Rule. Every word omitted or changed from the printed copy must be penalized. Work in which words are x'd out will not be accepted.

HOW TO COMPUTE SPEED AND ERROR ALLOWANCES

1. Gross Words a Minute. The score for gross words a minute is found through the use of the GWAM column at the right-hand side of the timed writing. The number in that column following the last com-

plete line of type is added to any fraction of a line to be counted; it must extend beyond the middle of the scoring block.

2. Error Allowance. To calculate maximum possible errors, use the formula:

   Total Words x Error Allowance % = Error Limit

   Example:

Example:	75	words per minute
	x 5	minutes
	375	total words
	x.015	error allowance for Typing II (Post-Secondary)
	5.625	

   5.625 rounded to the nearest whole number equals 6 errors permissable.

STANDARDS FOR ERRORS

Errors will be allowed on the following basis:

Three Minute Timed Writing

3 percent of 3 errors, whichever is greater - Typing I (Secondary)
Typing I (Post-Secondary)

Five Minute Timed Writing

2 percent or 5 errors, whichever is greater - Typing I (Secondary)
Typing II (Post-Secondary)

Five Minute Timed Writing

1.5 percent or 5 errors, whichever is greater - Typing II (Secondary)
Typing III (Post-Secondary)

STANDARDS FOR PRODUCTION TESTS

UNIFORM STANDARDS FOR SCORING PRODUCTION TIMINGS

Length of Production Timing. Timings for production will be 20 minutes (Typing I - Secondary, Typing II - Post-Secondary) and 30 minutes (Typing II - Secondary, Typing III - Post-Secondary).

Proofreading. All errors should be corrected. A penalty of 15 words will be charged for each uncorrected error.

Net Production Rate a Minute (N-PRAM). The total for net production rate a minute is determined by finding the total number of words typed during the timing and deducting from that number the error penalty figure determined by multiplying any uncorrected or improperly corrected error by 15. The resultant number will then be divided by the number of minutes in the timing (20 or 30).

Competency Rates. The minimum level of competence for each production area at a specific level of instruction is:

CORRESPONDENCE:	15 N-PRAM -	Typing I	(Secondary)
		Typing II	(Post-Secondary)
	20 N-PRAM -	Typing II	(Secondary)
		Typing III	(Post-Secondary)
TABULATION:	19 N-PRAM -	Typing I	(Secondary)
		Typing II	(Post-Secondary)
	15 N-PRAM -	Typing II	(Secondary)
		Typing III	(Post-Secondary)
INTEGRATED PROJECTS: (OPTIONAL)	12 N-PRAM -	Typing I	(Secondary)
		Typing II	(Post-Secondary)
	17 N-PRAM -	Typing II	(Secondary)
		Typing III	(Post-Secondary)

Course	Correspondence	Tabulation	Forms	Integrated Project
Typing I (Secondary)	15 N-PRAM	10 N-PRAM	NA	10 N-PRAM
(Post-Secondary)	NA	NA	NA	NA
Typing II (Secondary)	20	17	12	15
(Post-Secondary)	15	10	NA	10
Typing III (Post-Secondary)	20	17	12	15

NOTE: If you use straight word count as South-Western Publishing Company does, you need to provide a range for each type of test. If you use Gregg method (allowing extra words for centering, etc.), you could probably arrive at a minimum standard that would be the same for all types of tests.

STANDARDS FOR STROKING AND MANIPULATIVE CONTROL

STROKING

When typing, the student will demonstrate the following technique rules:

1. Make quick, sharp, even strokes.
2. Make low, direct reaches to the keys.
3. Keep the fingers well curved.
4. Snap the fingers back for quick getaway keystrokes.

MANIPULATIVE CONTROL

When typing, the student will demonstrate the following technique rules:

1. Return the carriage quickly and smoothly.
2. Use an efficient down-and-in motion on the space bar and not hesitate before or after the space bar stroke.
3. Operate the shift keys skillfully.
4. Operate the tabulator bar or key skillfully and without hesitation.
5. Insert and remove paper from the machine briskly.
6. Operate the margin release backspace key and other "touch" mechanisms skillfully and without looking up.

STANDARDS FOR CAPITALIZATION

1. Capitalize the first word of a sentence or a group of words that is used as a sentence.

2. Capitalize a direct quotation that is a complete sentence. Do not capitalize indirect quotations and direct quotations that are not sentences.

3. The first word following a colon may be capitalized if it is the first word of a rule or of a sentence.

4. Capitalize all proper nouns, including the names of persons, days of the week, months, holidays, geographic localities, races, buildings, government bodies, political parties, historical events, organizations, and so on.

5. Capitalize words like river, lake, street, avenue, building, ocean, school, mountain, park, city, state, company, and hotel when they are part of a specific proper noun.

6. Capitalize adjectives derived from proper nouns.

7. Do not capitalize words that were originally proper nouns but that are no longer associated with the person, place, or thing whose name they carry. (Consult an up-to-date dictionary when in doubt.)

8. Do not capitalize the seasons--spring, summer, autumn, fall, winter--unless they are represented as a person.

9. Capitalize the points of the compass and nouns and adjectives derived from them when they refer to regions of the country. Do not capitalize such words when they merely indicate direction or general location.

10. Capitalize a common noun when it replaces the complete proper name only if the common-noun form warrants the special distinction that capitalization gives it. For example, "the U.S. Constitution," but "a constitution."

11. Capitalize company referring to your own employer only if office policy requires it. In any case, do not capitalize company in such phrases as our company and this company.

12. Capitalize the names of specific courses of study, but do not capitalize the names of subjects, with the exception of any words that are derived from proper nouns. For example: "I plan to take English in the fall."

13. Capitalize such terms as no., chapter, division, section, model, article, exhibit, list, room, volume, policy. Do not capitalize page, line, paragraph, note, size, and verse.

14. Capitalize the names of specific departments, divisions, committees, and similar units within your own organization, and also the short forms of such names. Do not capitalize these terms when they are preceded by a word other than the. When the word our or your precedes the terms, they are usually not capitalized.

15. Capitalize trade names but not the name of the product itself.

16. Capitalize the principle words in the titles of books, articles, plays, reports, paintings, and so on. Do not capitalize the, an, or a unless one of these words is the first word of a title, and do not capitalize conjunctions or prepositions of fewer than four letters.

17. Capitalize titles when they precede a name unless the name is used in apposition and is set off by commas. Do not capitalize titles when they follow a name unless they refer to high-ranking government officials on the state, national, or international level. This rule does not apply to titles in the inside address of a letter or to titles typed in an address on an envelope.

18. Capitalize titles used in direct address. Also capitalize titles such as Father, Mother, Uncle, and Aunt, and titles of high government officials when they are used in place of a specific proper name. Do not capitalize such titles when they are introduced by words like a, an, my, his, or our.

STANDARDS FOR PUNCTUATION

COMMA

Rules

(1) In citing a date within a sentence, set off the year with commas.
Ex. On May 24, 1975, we transferred our account to a bank in Phoenix.

(2) When two or more adjectives modify a noun, separate them by commas if they bear equal relationship to the noun.
Ex. A brilliant young lecturer gave an interesting, informative talk.

(3) Separate by commas a series of words or a series of phrases.
Ex. They like to receive letters that are short, clear, and friendly.

(4) Use a comma after a dependent clause that precedes a principal clause. Do not set off a clause used as a subject or predicate.
Ex. When we are angry, what we say may not be precisely what we mean.

(5) Use commas to set off a nonrestrictive appositive, but do not set off a restrictive appositive.
Ex. Mr. Poe, our professor of English, reviewed the book AUTUMN WIND.

(6) Separate with a comma two consecutive, unrelated numbers.
Ex. In 1969, 135 firms used this plan. During 1974, 32 discarded it.

(7) Use commas to set off a nonrestrictive clause.
Ex. This trip, which is recommended in all guide books, costs little.

(8) Use a comma to separate coordinate (independent) claused joined by one or the coordinating conjunctions (and, but, for, nor, or, and sometimes so and yet.
Ex. A position is open, but I cannot interview anyone to fill it.

(9) Use a comma to set off an introductory phrase containing a verb.
Ex. To qualify for this job, applicants must write effective letters.

(10) Use commas to set off words and phrases that are parenthetic (not essential to the sentence structure).
Ex. Learning to typewrite, for example, requires consistent practice.

(11) Use commas to set off words in direct address.
Ex. Thank you, Mr. Coble, for sending the portraits to me so promptly.

(12) Use a comma to separate a city and a state name.
Ex. Our annual meeting will be held in Cleveland, Ohio, on August 21.

TERMINAL PUNCTUATION

Rules

(1) A complete sentence has a period for terminal punctuation.
Ex. The mastery of an art requires insight and technical proficiency.

(2) A request in the form of a question is usually punctuated with a period.
Ex. Will you please have Mr. Johns sign the six copies of the report.

(3) Use a question mark after a direct question--not after an indirect question.
Ex. He asked how long she has worked for you. When did you hire her?

(4) Use an exclamation point after a word, a phrase, or a sentence to indicate strong emotion or to carry sharp emphasis.
Ex. Your sales met your quota! Congratulations! You earned a bonus.

SEMICOLON AND COLON

Rules

(1) Use a semicolon between independent clauses of a compound sentence when no conjuction is used.
Ex. The statements did not come with his letter; they may come today.

(2) Use a semicolon between independent clauses of a compound sentence that are joined by a conjuctive adverb (however, therefore, etc.).
Ex. We had engine trouble; consequently, we could not arrive in time.

(3) Use a semicolon to separate independent clauses of a compound sentence if any of the clauses are punctuated with commas.
Ex. You can take Fay, Helen, and John; and the others will go by bus.

(4) Use a colon to introduce an enumeration or listing.
Ex. Please ship us the following parts: fuse box, light, and switch.

COLON AND HYPHEN

Rules

(1) Use a colon to introduce a question or long quotation.
Ex. The question is this: What experience is necessary for the job?

(2) Two spaces follow a colon except when used between set of reference initials in a letter or to separate hour and minutes. As a rule, use figures with a.m. and p.m.
Ex. We finished the tour at 12:45 p.m. and left the city at 5:26 p.m.

(3) Use a hyphen in compound numbers from twenty-one to ninety-nine.
Ex. Approximately thirty-seven of the forty-eight delegates attended.

(4) Retain the hyphen in a series of compounds with the same ending or beginning; this is called suspended hyphenation.
Ex. Each 2- and 3-day tour is taken in a school-owned or -leased bus.

HYPHEN AND DASH

Rules

(1) Use a hyphen to join compound adjectives preceding a noun.
Ex. The well-known stateman has been appointed for a four-year term.

(2) Use a dash (--) to indicate a sudden change in thought.
Ex. The best way--perhaps the only way--to have friends is to be one.

(3) Use a dash (--) for emphasis to set off an appositive.
Ex. Your stars--freedom, opportunity, faith--are bright and constant.

(4) Use a dash (--) to introduce the name of an author when it follows a direct quotation.
Ex. "The road to freedom, while narrow, is a two-way street."--Gross.

PARENTHESES

Rules

(1) Use parentheses to set off parenthetical or explanatory matter.
Ex. Ralph (my cousin) lives in the capital city of Arizona (Phoenix).

(2) Use parentheses when an amount expressed in words is followed by the same amount in figures.
Ex. I can sell my home to them for thirty thousand dollars ($30,000).

(3) Parentheses may be used to enclose enumerations.
Ex. We should all work for (1) speed, (2) control, and (3) good form.

(4) A punctuation mark is placed inside the closing parenthesis if it applies to the parenthetical material.
Ex. Bring the late report with you. (We have a copy of the old one.)

(5) A punctuation mark follows the closing parenthesis if it punctuates the sentence itself.
Ex. I shall call him (the clerk, I mean), but I shall call you first.

(6) A reference in parentheses at the end of a sentence is placed before the period. If the reference is a complete sentence, it is written as a complete sentence and enclosed in parentheses.
Ex. You will find the pictures you desire in the new book (page 137).

APOSTROPHE

Rules

(1) The singular possessive is usually formed by adding 's; but for words having more than one syllable and ending in s, only the apostrophe is added.
Ex. The Countess' son (my boss's uncle) financed his brother's trips.

(2) When plural nouns do not end in s, add 's to form possessive.
Ex. Children's shoes and women's robes are on sale at the local shop.

(3) Add only the apostrophe to form the possessive of plural nouns ending in s.
Ex. The girls' shoes and boy's coats will be shipped by fast express.

(4) The possessive of initials, abbreviations, etc., is formed with 's.
Ex. William Wright, Jr.'s signature must appear on the YMCA's checks.

(5) When common possession is to be shown for two or more persons, use 's with the last name only.
Ex. Van and Bert's mother is here; Jan's and Pat's mothers have left.

(6) Possessive pronouns do not take an apostrophe. (It's is the contraction of it is and thus requires an apostrophe.)
Ex. The book is hers. Its cover is torn, so wrap it with great care.

(7) When a one-syllable proper name ends in s, add 's to show possession.
Ex. Bess's talk on current events was better than Mr. Nance's report.

(8) Add only an apostrophe to show possession with a multisyllable proper name ending in s.
Ex. Carl Williams' store is only one block from Vince Marques' house.

(9) Company and organization names sometimes omit the apostrophe.
Ex. She walked from Wilson's Department Store to Citizens State Bank.

(10) It is better not to use the possessive form for inanimate objects; but business sanctions the possessive with day, month, year, etc.
Ex. It's true that eight years' work was destroyed in one day's time.

(11) Use 'd to form the past and past participle of coined words.
Ex. The office manager X'd out the last line; then he OK'd the cable.

QUOTATION MARKS

Rules

(1) Enclose a direct quotation with quotation marks.
Ex. This man wrote, "Happiness is not the end of life; character is."

(2) When a quotation is broken by such expressions as he said, enclose both parts of the quotation marks.
Ex. "Great minds," Irving wrote, "have purposes; others have wishes."

(3) Place periods or commas inside the closing quotation mark.
Ex. "What we need," Harry said, "is dirtier hands and cleaner minds."

(4) Place semicolons or colons outside the closing quotation mark.
Ex. She said, "listen for facts"; I know she concentrates on ideas.

(5) Place question marks or exclamation points inside closing quotation marks when they are part of the quotation; place them outside when they refer to the entire sentence, of which the quotation is but a part.
Ex. Did he read "A New Asia"? I called, "Strike while others sleep!"

(6) Enclose in quotation marks the titles of magazine articles, reports, lectures, subdivision of printed works, and theses. (Underline or type in all capitals titles of books, magazines, and newspapers.)
Ex. Chapter 3 of Management Today is entitled "Model Office Systems."

STANDARDS FOR NUMBER USAGE

1. Spell numbers from one to ten except when used with numbers above ten.

2. Always spell a number beginning a sentence even though figures are used later in the sentence.

3. As a general rule, spell the shorter of two numbers used together.

4. Spell isolated fractions in a sentence, but type a series of fractions in figures. Use the diagonal (/) for fractions you make.

5. Numbers preceded by nouns are usually expressed in figures.

6. Express measures, weights, and dimensions in figures without commas.

7. Use the percent sign (%) with definite numbers typed in figures. Use percent (spelled) with approximations and in formal writing.

8. Spell names of small-numbered avenues and streets (ten and under). Type house numbers in figures except for house number One.

9. Use a comma to separate (a) unrelated groups of figures which come together and (b) whole numbers into groups of three digits each (however, policy, year, page, room, telephone and most serial numbers are typed without commas).

10. Use a colon to separate hours and minutes expressed in figures.

11. Use a hyphen to join compound numbers from twenty-one to ninety-nine.

12. Use parentheses to enclose figures that follow spelled-out amounts.

13. Use an apostrophe as a symbol for feet in billings or tabulations or as a symbol for minutes. The quotation mark may be used as a symbol for inches or seconds.

14. Use apostrophe and s to form the plural of most figures. In market quotations, form the plural of figures by the addition of s only.

15. Type dates and time in figures, except in very formal writing.

STUDENT-TEACHER AGREEMENT
FOR
PERFORMANCE-BASED LEARNING

DIRECTIONS: The student, after reviewing the objectives and standards for the course either individually or as a member of the class, will check the appropriate course title block, sign his/her name at the bottom of the page, and indicate the school and date. The student and instructor by signing the agreement indicate that they will abide by the stated objectives and standards of the course.

THIS STATEMENT CERTIFIES THAT I HAVE READ THE OBJECTIVES AND STANDARDS FOR:

( ) Typewriting I

( ) Typewriting II

( ) Shorthand I

( ) Shorthand II

( ) Accounting I

( ) Accounting II

( ) Office Procedures

( ) Other: ______________________________

AND THAT I FULLY UNDERSTAND THE CONTENT OF THE OBJECTIVES, COURSE REQUIREMENTS, AND GRADING PROCEDURES.

STUDENT'S SIGNATURE ______________________________

SCHOOL ______________________________

DATE ______________________________

INSTRUCTOR SIGNATURE ______________________________

TYPEWRITING I

SUMMARY
MODULE 1.0, TYPEWRITING I
SUGGESTED INSTRUCTION TIME

TYPEWRITING I MODULE/TASK		SUGGESTED HOURS
1.01	Mastery of Machine Parts	2
1.02	Keyboard Use	14
1.03	Numbers, Signs, and Symbols	8
1.04	Margin Setting	2
1.05	Operate the Typewriter	15
1.06	Erase and Correct Errors	3
1.07	Centering/Spread Centering	3
1.08	Perform Simple Tabulation	7
1.09	Type Manuscripts	20
1.10	Type Tabular Material: Tables, Columns, Rows	20
1.11	Composing Business Letters	5
1.12	Carbon Pack Preparation	5
1.13	Type Business Letters	18
1.14	Type Large Envelopes	5
1.15	Type Small Envelopes	5
1.16	Type Pre-printed Business Forms	10
1.17	Type Memorandums	5
1.18	Type Correspondence and Reports from Rough Drafts	10
1.19	Type Index Cards	2
1.20	Proofread Final Copy	3
1.21	Type no less than 35 Gross words per minute	10
TOTAL SUGGESTED INSTRUCTION TIME		180

TASK LISTING
TYPEWRITING I

TASK	DESCRIPTION
1.01	(Mastery of Machine Parts) Furnished a drawing of a typewriter, label the operating parts common to manual and electric typewriters with a minimum of 80 percent accuracy.
1.02	(Keyboard Use) Given a typewriter, paper, and sentences or paragraphs as exercises, type the sentences or paragraphs using the touch-technique at least three times during the instructional period with 80 percent accuracy.
1.03	(Numbers, Signs, and Symbols) Provided with material to type which contains numbers, signs, and symbols, type numbers (signs and symbols) with 80 percent accuracy, according to current textbook number guides.
1.04	(Margin Setting) Given margin setting problems on spaces, lines, and centerpoints, determine left and right margins for pica and elite style type with 100 percent accuracy.
1.05	(Operate the Typewriter) Given a typewriter, paper, and 10 sentences composed of letters, figures, and symbols, type one copy, correcting spacing errors as you type, with no more than 6 errors (95 percent accuracy) using good typing posture and proper typing techniques.
1.06	(Erase and Correct Errors) Given a typewriter, paper, eraser, and typing problems, use proper correction techniques on all typing errors made according to textbook instructions.
1.07	(Centering/Spread Centering) Given a problem which includes lines to be centered or spread centered, type the problem according to the instructions given in the text with 100 percent accuracy.
1.08	(Perform Simple Tabulation) Given a typewriter, paper, eraser, and a page of tabulated information, prepare a copy of the information in tabulated form with 90 percent accuracy.
1.09	(Type Manuscripts) Issued an edited, rough-draft copy of a manuscript, instructions, and required supplies, type the manuscript in specified format. Standards for mailability will be used to rate performance. At least 85 percent of the applicable items must receive an acceptable rating.
1.10	(Type Tabular Material: Tables, Columns, Rows) Given two types of edited, rough-draft tabular copy and instructions for typing, type the copy in usable form. A checklist will be used to rate performance and all applicable items must receive an acceptable rating.

1.11 (Composing Business Letters) Given basic information for a simple business letter and necessary equipment, type an appropriate letter of approximately 150 words in mailable copy within time set by instructor.

1.12 (Carbon Pack Preparation) Given a letter to type, carbon paper, and onionskin or second sheet paper, assemble carbon pack with 100 percent accuracy, and type letter according to standards of mailability.

1.13 (Type Business Letters) Given three edited, rough draft or unarranged letters and required supplies, plus instructions for typing any special features, type the letters in the format specified by the instructor, making one carbon copy. A checklist will be used to rate performance. All applicable items must receive an acceptable rating.

1.14 (Type Large Envelopes) Given address information and envelopes, type a large Number 10, business envelope for each address, using current U.S. Post Office Regulations, correcting all errors.

1.15 (Type Small Envelopes) Issued address information and small, Number 6 3/4, business envelopes, type the envelopes, using current U.S. Post Office Regulations, correcting all errors neatly.

1.16 (Type Pre-printed Business Forms) Given four pre-printed business forms that require typing on lines, in blocked-in areas (boxes), after guide words, or in columns (such as purchase order, purchase requisition, invoice, acknowledgement, check, form letters, payroll time sheet, business contracts, telegram, personnel forms, type the information onto the forms in the appropriate spaces. Placement of copy must be consistent and evenly aligned, with all errors neatly corrected.

1.17 (Type Memorandums) Provided and edited, rough draft or unarranged memorandum, instructions for typing, a typewriter and eraser, type the memorandum according to instructions. The memorandum must be in mailable form so that: (1) The copy contains no typographical erros. (2) Format and style conforms to office policy. (3) The copy is legible. (4) No smudges or extraneous marks are present.

1.18 (Type Correspondence and Reports from Rough Drafts) Given at least three edited, rough-draft pieces of correspondence or reports, instructions for typing, a typewriter, and typing paper, type the correspondence or reports according to instructions. The correspondence must be in mailable form so that: (1) The copy contains no typographical errors. (2) Format and style conform to office policy. (3) The copy is legible. (4) No smudges or extraneous marks are present.

1.19 (Type Index Cards) Using a list of names and addresses, provided by the teacher, type a 3" X 5" index card for each name and address according to the instructions given in the text or by the instructor with 100 percent accuracy, correcting all errors.

1.20 (Proofread Final Copy) Given a rough draft with corrections, a final copy, and another individual with whom to proofread; proofread the final copy so that all corrections made in the rough draft have been incorporated into the final copy.

1.21 (Type no less than 35 Gross WPM) Assigned a five-minute timed writing on straight copy material, type at a minimum of 35 gross words-per-minute with errors limited to five (95 percent accuracy).

MODULE 1.0

TYPEWRITING I

MODULE 1.0 TYPEWRITING I

TASK 1.01 MASTERY OF MACHINE PARTS

PERFORMANCE OBJECTIVE:

Furnished a drawing of a typewriter, label the operating parts common to manual and electric typewriters with a minimum of 80 percent accuracy.

PERFORMANCE ACTIONS:

1.0101 Assemble necessary supplies:
  a. Drawing
  b. Pen or Pencil

1.0102 Identify the labeled parts according to instructor's directions.

1.0103 Proofread carefully.

SUGGESTED INSTRUCTION TIME: 2 Hours

PERFORMANCE STANDARDS:

- Label the operating parts common to manual and electric typewriters with a minimum of 80 percent accuracy.

RELATED TECHNICAL INFORMATION:

- Manufacturer's instruction manual for operators (typewriters used).
- Proofreading.

MODULE 1.0 TYPEWRITING I

TASK 1.02 KEYBOARD USE

PERFORMANCE OBJECTIVE:

Given a typewriter, paper, and sentences or paragraphs as exercises, using the touch-technique, type the sentences or paragraphs at least three times during the instructional period with 80 percent accuracy.

PERFORMANCE ACTIONS:

1.0201 Assemble necessary supplies:
  a. Typing paper
  b. Assigned material to type

1.0202 Make necessary machine adjustments.

1.0203 Type practice drills on keystroking techinques as presented in the textbooks.

SUGGESTED INSTRUCTION TIME: 14 Hours

PERFORMANCE STANDARDS:

- Using touch-techniques, type sentences or paragraphs at least three tims during the instruction period with 80 percent accuracy.

RELATED TECHNICAL INFORMATION:

- Touch-technique
- Keystroking techniques
- Machine adjustments

MODULE 1.0 TYPEWRITING I

TASK 1.03 NUMBERS, SIGNS, AND SYMBOLS

PERFORMANCE OBJECTIVE:

Provided material to type which contains numbers, signs, and symbols, type numbers (or signs or symbols) with 80 percent accuracy, according to current textbook number guides.

PERFORMANCE ACTIONS:

1.0301 Assemble necessary supplies:
  a. Typing paper
  b. Material to type

1.0302 Make necessary machine adjustments.

1.0303 Type material with numbers (signs, symbols).

1.0304 Proofread carefully.

1.0305 Neatly correct all errors.

SUGGESTED INSTRUCTION TIME: 8 Hours

PERFORMANCE STANDARDS:

- Type one or more readable copies of figures, signs, and symbols from given exercises with 80 percent accuracy.
- Exhibit good typing posture and techniques.

RELATED TECHNICAL INFORMATION:

- Recommended typing posture.
- Recommended typing techniques.

MODULE 1.0 TYPEWRITING I

TASK 1.04 MARGIN SETTING

PERFORMANCE OBJECTIVE:

Given margin setting problems on spaces, lines, and centerpoints, determine left and right margins for pica and elite style type with 100 percent accuracy.

PERFORMANCE ACTIONS:

1.0401 Assemble necessary supplies:
  a. Typing paper
  b. Margin setting problems assigned by the instructor

1.0402 Make necessary machine adjustments.

1.0403 Complete left and right margins.

SUGGESTED INSTRUCTION TIME: 2 Hours

PERFORMANCE STANDARDS:

- 100 percent accuracy in setting left and right margins for pica and elite styles of type using spaces, lines, and centerpoints.

RELATED TECHNICAL INFORMATION:

- Machine parts.
- Manufacturer's instruction manual.
- Identify pica and elite styles of type.

MODULE 1.0 TYPEWRITING I

TASK 1.05 OPERATE THE TYPEWRITER

PERFORMANCE OBJECTIVE:

Given a typewriter, paper, and ten sentences composed of letters, figures, and symbols, type one readable copy using good typing posture and proper typing techniques with no more than six errors (95 percent accuracy).

PERFORMANCE ACTIONS:

1.0501 Use the typewriter correctly according to the manufacturer's instruction manual.

1.0502 Display good typing posture.

1.0503 Type figure and symbol keys to 95 percent accuracy.

1.0504 Display good typing techniques based upon manufacturer's instruction manual and according to instructor's observations.

SUGGESTED INSTRUCTION TIME: 15 Hours

PERFORMANCE STANDARDS:

- 95 percent accuracy in operating letter, figure and symbol keys.
- Proper typing techniques.
- Good typing posture.

RELATED TECHNICAL INFORMATION:

- Manufacturer's instruction manual.
- Proper typing techniques.
- Typing posture.

MODULE 1.0 TYPEWRITING I

TASK 1.06 ERASE AND CORRECT ERRORS

PERFORMANCE OBJECTIVE:

Given a typewriter, paper, eraser, and typing problems, use proper correction techniques on all typing errors made according to textbook instructions.

PERFORMANCE ACTIONS:

1.0601 Assemble necessary supplies:
  a. Correction devices
  b. Paper, etc.

1.0602 Type given problems correcting errors.

SUGGESTED INSTRUCTION TIME: 3 Hours

PERFORMANCE STANDARDS:

- 100 percent accuracy in correcting errors in problem exercise.
- Neatness applies.
- Proper correction techniques to the satisfaction of the instructor or according to textbook instructions.

RELATED TECHNICAL INFORMATION:

- Operational use of typewriter.

MODULE 1.0 TYPEWRITING I

TASK 1.07 CENTERING/SPREAD CENTERING

PERFORMANCE OBJECTIVE:

Given a problem which includes lines to be centered or spread centered, type the problem according to the instruction given in the text with 100 percent accuracy.

PERFORMANCE ACTIONS:

1.0701 Assemble necessary supplies:
  a. Typing paper
  b. Correction devices
  c. Exercise with lines to be centered

1.0702 Make necessary machine adjustments.

1.0703 Type problem with lines centered properly.

1.0704 Proofread carefully.

1.0705 Neatly correct all errors.

SUGGESTION INSTRUCTION TIME: 3 Hours

PERFORMANCE STANDARDS:

- 100 percent accuracy in centering and spread centering.

RELATED TECHNICAL INFORMATION:

- Machine adjustments.

MODULE	1.0	TYPEWRITING I
TASK	1.08	PERFORM SIMPLE TABULATION

PERFORMANCE OBJECTIVE:

Given a typewriter, paper, eraser, and a page of tabulated information, prepare a copy of the information in tabulated form with 90 percent accuracy.

PERFORMANCE ACTIONS:

1.0801	Assemble supplies.
1.0802	Operate typewriter tab keys.
1.0803	Plan horizontal placement.
1.0804	Plan vertical placement.
1.0805	Insert paper into typewriter and type copy.

SUGGESTED INSTRUCTION TIME: 7 Hours

PERFORMANCE STANDARDS:

- Prepare acceptable tabular typewritten copy with 90 percent accuracy, 90 percent neatness.

RELATED TECHNICAL INFORMATION:

- Operational use of typewriter.
- Manufacturer's instruction manual.

MODULE	1.0	TYPEWRITING I
TASK	1.09	TYPE MANUSCRIPTS

PERFORMANCE OBJECTIVE:

Issued an edited, rough-draft copy of a manuscript, instructions, and required supplies, type the manuscript in specified format. Standards for mailability will be used to rate performance. At least 85 percent of the applicable checklist items must receive an acceptable rating.

PERFORMANCE ACTIONS:

1.0901 Select appropriate supplies.

1.0902 Make necessary typewriter adjustments:
  a. Set margins
  b. Adjust line space regulator
  c. Set appropriate tabs

1.0903 Type the copy in designated manuscript form for appropriate type of binding (top, side, or unbound as specified).

1.0904 Proofread carefully, correcting all errors, before removing each page from the typewriter if more than one page.

SUGGESTED INSTRUCTION TIME: 20 Hours

PERFORMANCE STANDARDS:

- 85 percent of checklist items must receive acceptable rating.

CHECKLIST

( ) Used correct spacing (single, double, and triple where appropriate).
( ) Used appropriate top margins.
( ) Used appropriate side margins.
( ) Used appropriate bottom margins.
( ) Corrected all errors neatly.
( ) Typed all footnotes correctly, if applicable.
( ) Inserted page numbers properly.
( ) Used correct format for headings and subheadings.
( ) Indented paragraph appropriately.
( ) Typed title page correctly.
( ) Typed table of contents correctly.

RELATED TECHNICAL INFORMATION: (Continued)

- Manufacturer's instruction manual.
- Operational use of typewriter.

MODULE 1.0 TYPEWRITING I

TASK 1.10 TYPE TABULAR MATERIAL: TABLES, COLUMNS, ROWS

PERFORMANCE OBJECTIVE:

Given two types of edited, rough-draft tabular copy and instructions for typing, type the copy in usable form. A checklist will be used to rate performance and all applicable items must receive an acceptable rating.

PERFORMANCE ACTIONS:

1.1001 Select appropriate supplies.

1.1002 Make necessary typewriter adjustments:
  a. Set margins
  b. Adjust line-space regulator
  c. Set appropriate tabs

1.1003 Insert paper into typewriter and type copy.

1.1004 Proofread carefully, correcting all errors before removing copy from typewriter.

SUGGESTED INSTRUCTION TIME: 20 Hours

PERFORMANCE STANDARDS:

- 100 percent acceptable rating on all checklist items.
- Mailability standards apply.
- Neatness applies.

CHECKLIST

( ) Balanced copy vertically.
( ) Balanced copy horizontally.
( ) Used appropriate spacing between columns.
( ) Centered any columnar heading over columns.
( ) Typed heading and sub-headings in specified format.
( ) Used single, double, or triple spacing where appropriate.
( ) Corrected all errors neatly.
( ) Typed vertical and horizontal lines (if directed to do so).

RELATED TECHNICAL INFORMATION:

- Manufacturer's instruction manual.
- Operational use of typewriter.

MODULE 1.0 TYPEWRITING I

TASK 1.11 COMPOSING BUSINESS LETTERS

PERFORMANCE OBJECTIVE:

Given basic information for a simple business letter and necessary equipment, type an appropriate letter of approximately 150 words in mailable copy within time set by instructor.

PERFORMANCE ACTIONS:

1.1101 Assemble necessary supplies.

1.1102 Make necessary machine adjustments.

1.1103 Type letter in appropriate form.

1.1104 Proofread carefully; correct any errors made before removing letter from typewriter.

SUGGESTED INSTRUCTION TIME: 5 Hours

PERFORMANCE STANDARDS:

- Produce mailable copy of approximately 150 words.

RELATED TECHNICAL INFORMATION:

- Capitalization guide or rules.
- Punctuation guide or rules.
- Grammar guide or rules.
- Word-division rules.

MODULE 1.0 TYPEWRITING I

TASK 1.12 CARBON PACK PREPARATION

PERFORMANCE OBJECTIVE:

Given letters to type, carbon paper, and onionskin or second sheet paper, assemble carbon pack and type letters with 100 percent accuracy, and type letter according to standards of mailability.

PERFORMANCE ACTIONS:

1.1201 Assemble necessary supplies:
  a. Typing paper or letterhead
  b. Carbon paper
  c. Onionskin or second sheet paper
  d. Correction devices
  e. Exercise letter to type

1.1202 Make necessary machine adjustments.

1.1203 Assemble carbon pack.

1.1204 Type an original and one or more copies as directed.

1.1205 Proofread carefully.

1.1206 Neatly correct all errors.

SUGGESTED INSTRUCTION TIME: 5 Hours

PERFORMANCE STANDARDS:

- Assemble carbon pack and type with 100 percent accuracy.

RELATED TECHNICAL INFORMATION:

- Machine adjustment for carbon pack.
- Correcting carbon pack.

MODULE 1.0 TYPEWRITING I

TASK 1.13 TYPE BUSINESS LETTER

PERFORMANCE OBJECTIVE:

Given three edited, rough-draft or unarranged letters and required supplies, plus instructions for typing any special features, type the letters in the format specified by the instructor, making one carbon copy. A checklist will be used to rate performance. All applicable items must receive an acceptable rating.

PERFORMANCE ACTIONS:

1.1301 Select appropriate supplies.

1.1302 Make necessary typewriter adjustments.
  a. Set correct margins for letter length
  b. Adjust line-space regulator
  c. Set appropriate tabs

1.1303 Assemble carbon pack and insert into typewriter.

1.1304 Type each letter in specified format.

1.1305 Proofread carefully, correcting all errors, before removing each letter from the typewriter.

SUGGESTED INSTRUCTION TIME: 18 Hours

PERFORMANCE STANDARDS:

- 100 percent rating on applicable items of checklist.

CHECKLIST

( ) Used specific format.
( ) Balanced copy vertically.
( ) Balanced copy horizontally.
( ) Did not exceed specified time limit (SUGGESTED: 10 minutes for short letters, 20 minutes for medium, and 30 minutes for long letters).
( ) Used appropriate type of punctuation (open or mixed).
( ) Corrected all errors neatly on original copy.
( ) Corrected all errors neatly on carbon copy, with no smudges.
( ) Inserted carbon pack correctly, without wrinkling carbon paper.

PERFORMANCE STANDARDS: (Continued)

( ) Typed any special features correctly.

RELATED TECHNICAL INFORMATION:

- Capitalization, punctuation, grammar, and word-division rules.

MODULE 1.0 TYPEWRITING I

TASK 1.14 TYPE LARGE ENVELOPES

PERFORMANCE OBJECTIVE:

Given address information and envelopes, type a large, Number 10, business envelope for each address using current U.S. Post Office Regulations, correcting all errors neatly.

PERFORMANCE ACTIONS:

1.1401 Assemble necessary supplies:
  a. Large Number 10 envelopes
  b. Practice letters
  c. Correction devices
  d. Exercise address information

1.1402 Make necessary machine adjustments.

1.1403 Type addresses on large envelopes.

1.1404 Proofread carefully.

1.1405 Neatly correct all errors.

SUGGESTED INSTRUCTION TIME: 5 Hours

PERFORMANCE STANDARDS:

- 100 percent accuracy with neat correction in typing addresses on envelopes.

RELATED TECHNICAL INFORMATION:

- Current U.S. Postal Regulations.
- Suggested Reference: U.S. Postal Service, Customer Service Department publications: "Secretarial Addressing for Automation," Notice 23-B/Oct. 1976. "Guide to Addressing," Notice 95/Sept. 1980. "Secretarial Addressing," Notice 23-B/Jan. 1981 (different from the 1976 edition; get a copy of both 1976 and 1980 editions if they are available).

MODULE 1.0 TYPEWRITING I

TASK 1.15 TYPE SMALL ENVELOPES

PERFORMANCE OBJECTIVE:

Issued address information and small, Number 6 3/4, business envelopes, type the envelopes using current U. S. Post Office Regulations and correcting all errors.

PERFORMANCE ACTIONS:

1.1501 Assemble necessary supplies:
  a. Small, Number 6 3/4, business envelopes
  b. Practice letters
  c. Correction devices
  d. Address information

1.1502 Make necessary machine adjustments.

1.1503 Type addresses on small envelopes.

1.1504 Proofread carefully.

1.1505 Neatly correct all errors.

SUGGESTED INSTRUCTION TIME: 5 Hours

PERFORMANCE STANDARDS:

- 100 percent accuracy in typing addresses on envelopes, all errors neatly corrected.

RELATED TECHNICAL INFORMATION:

- Current U. S. Postal Regulations.

MODULE 1.0 TYPEWRITING I

TASK 1.16 TYPE PRE-PRINTED BUSINESS FORMS

PERFORMANCE OBJECTIVE:

Given four pre-printed business forms that require typing on line, in blocked-in areas (boxes), after guide words, or in columns (such as purchase order, purchase requisition, invoice, acknowledgement, check, form letter, payroll time sheet, business contract, telegram, personnel form, or voucher), plus the necessary information for completing forms, type the information onto the forms in the appropriate spaces. Placement of copy must be consistent and evenly aligned with all errors neatly corrected.

PERFORMANCE ACTIONS:

1.1601 Select appropriate supplies.

1.1602 Make necessary typewriter adjustments.
  a. Set appropriate margins
  b. Adjust line space regulator
  c. Set appropriate tabs

1.1603 Insert the form and align properly.

1.1604 Type information onto the form.

1.1605 Proofread carefully, correcting all errors, before removing the copy from the typewriter.

SUGGESTED INSTRUCTION TIME: 10 Hours

PERFORMANCE STANDARDS:

- Produce acceptable typed business form, supply requisition, for example, in 30 minutes with 100 percent accuracy. The length of time allowed for production will be determined by the instructor and based on the type of form used and the extent of information recorded. The finished product must be mailable copy based upon the instructor's eye judgment.

RELATED TECHNICAL INFORMATION:

- Operation of typewriter margin, space regulator, and tab adjustments.
- Mailable copy standards.

MODULE 1.0 TYPEWRITING I

TASK 1.17 TYPE MEMORANDUMS

PERFORMANCE OBJECTIVE:

Provided an edited, rough-draft or unarranged memorandum, instructions for typing, a typewriter and eraser, type the memorandum according to instructions. The memorandum must be mailable so that: (1) The copy contains no typographical erros. (2) Format the style conforms to office policy. (3) The copy is legible. (4) No smudges or extraneous marks are present.

PERFORMANCE ACTIONS:

1.1701 Review instructions and memorandum draft.

1.1702 Make typewriter adjustments.

1.1703 Type the memorandum.

1.1704 Proofread, correcting all errors neatly.

SUGGESTED INSTRUCTION TIME: 5 Hours

PERFORMANCE STANDARDS:

- Prepare an interoffice or mailable memorandum with 100 percent accuracy.

MODULE 1.0 TYPEWRITING I

TASK 1.18 TYPE CORRESPONDENCE AND REPORTS FROM ROUGH DRAFTS

PERFORMANCE OBJECTIVE:

Given at least three edited, rough-draft pieces of correspondence or reports, instructions for typing, a typewriter, and typing paper; type the correspondence or reports according to instructions. The correspondence must be in mailable form so that: (1) The copy contains no typographical errors. (2) Format and style conform to office policy. (3) The copy is legible. (4) No smudges or extraneous marks are present.

PERFORMANCE ACTIONS:

1.1801 Review instructions and correspondence draft.

1.1802 Make typewriter adjustments.

1.1803 Type the correspondence.

1.1804 Proofread, correcting all errors neatly.

SUGGESTED INSTRUCTION TIME: 10 Hours

PERFORMANCE STANDARDS:

- 100 percent accuracy.
- Mailable: To instructor's standards or stated standards.

RELATED TECHNICAL INFORMATION:

- Mailable standards

MODULE 1.0 TYPEWRITING I

TASK 1.19 TYPE INDEX CARDS

PERFORMANCE OBJECTIVE:

Using a list of names and addresses provided by the teacher, type a 3" x 5" index card for each name and address according to the instructions given in the text or by the instructor with 100 percent accuracy, correcting all errors.

PERFORMANCE ACTIONS:

1.1901 Assemble necessary supplies:
  a. 3" x 5" index cards or facsimiles
  b. Correction devices
  c. Names and addresses list

1.1902 Make necessary machine adjustments.

1.1903 Type names and addresses on 3" x 5" index cards.

1.1904 Proofread carefully.

1.1905 Neatly correct all errors.

SUGGESTED INSTRUCTION TIME: 2 Hours

PERFORMANCE STANDARDS:

- 100 percent accuracy, correcting all errors.

MODULE 1.0 TYPEWRITING I

TASK 1.20 PROOFREAD FINAL COPY

PERFORMANCE OBJECTIVE:

Given a rough-draft with corrections and a final copy and another individual with whom to proofread, proofread the final copy so that all corrections made in the rough draft have been incorporated into the final copy.

PERFORMANCE ACTIONS:

1.2001 Assemble material.

1.2002 Read aloud from the rough draft, indicating where changes have been made.

1.2003 Indicate punctuation.

1.2004 Spell out questionable words and technical words.

1.2005 Examine for correctness of format.

SUGGESTED INSTRUCTION TIME: 3 Hours

PERFORMANCE STANDARDS:

- 100 percent accuracy in correcting final copy in mailable copy.

RELATED TECHNICAL INFORMATION:

- Mailable copy.
- Capitalization, punctuation, grammar, and word-division rules.

MODULE 1.0 TYPEWRITING I

TASK 1.21 TYPE NO LESS THAN 35 GROSS WPM

PERFORMANCE OBJECTIVE:

Assigned a five-minute timed writing on straight copy material, type at a minimum of 35 gross words-per-minute with errors limited to five (or 95 percent accuracy).

PERFORMANCE ACTIONS:

1.2101 Assemble necessary supplies:
  a. Typing paper
  b. Correction devices
  c. Straight copy material (exercise)

1.2102 Type exercise according to instructions at a minimum gross words-per-minute of 35 WPM.

1.2103 Circle errors.

SUGGESTED INSTRUCTION TIME: 10 Hours

PERFORMANCE STANDARDS:

- Type a five-minute timed writing on straight copy material at a minimum of 35 gross words per minute.

OUTCOME-REFERENCED MEASURES

MODULE 1.0, TYPEWRITING I

MODULE 1.0 TYPEWRITING I

TASK 1.01 MASTERY OF MACHINE PARTS

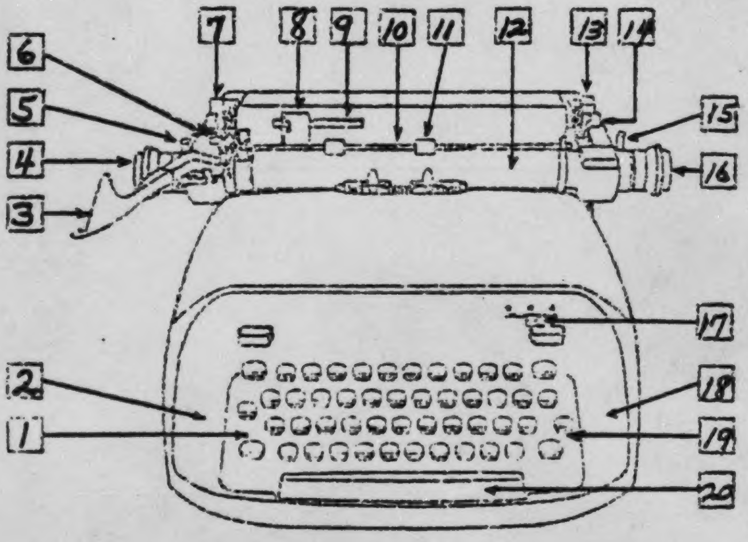
OUTCOME-REFERENCED MEASURE: (1.01a)

On the furnished drawing of a typewriter, label the operating parts common to manual and electric typewriters with a minimum accuracy of 80 percent.

IDENTIFICATION OF MACHINE PARTS:

Study the following diagram carefully. The numbers in each square points to a machine part in the diagram, write the letter from the list at the left which corresponds to the number of the machine part. Work quickly but carefully.

A. Carriage-release Lever, Left
B. Carriage-release Lever, Right
C. Keyboard
D. Line-space Regulator
E. Margin Set, Left
F. Margin Set, Right
G. Paper-bail and Scale
H. Paper-bail Roll
I. Paper Guide
J. Paper-release Lever
K. Paper Table
L. Cylinder (Platen)
M. Cylinder Knob, Left
N. Cylinder Knob, Right
O. Return Lever (Line-space Lever)
P. Ribbon Control
Q. Space Bar
R. Typewriter Frame



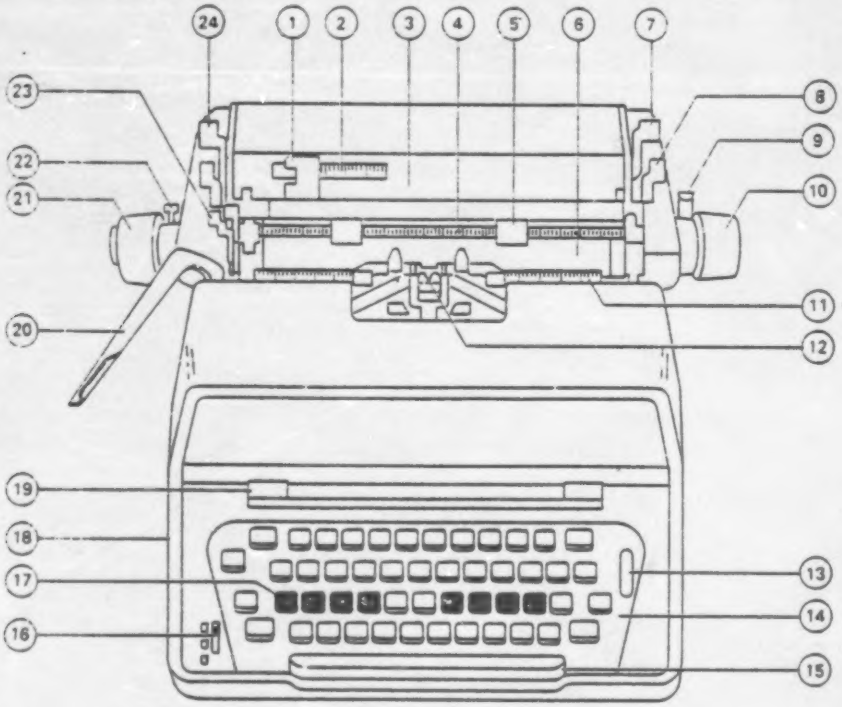
MODULE 1.0 TYPEWRITING I

TASK 1.01 MASTERY OF MACHINE PARTS

OUTCOME-REFERENCED MEASURE: (1.01b)

Study the diagram carefully. Label the operating parts common to manual and electric typewriters. Write the name of the part by the corresponding number on the answer sheet.

Composite Drawing of the Parts of Standard Manual and Electric Typewriters



NOTE: The location of the parts will vary from machine to machine.

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________
11. ____________
12. ____________
13. ____________
14. ____________
15. ____________
16. ____________
17. ____________
18. ____________
19. ____________
20. ____________
21. ____________
22. ____________
23. ____________
24. ____________

High School Typewriting, Kenneth Zimmer, Glenco Press, 1977, California, p. 2.

MODULE 1.0 TYPEWRITING I

TASK 1.02 KEYBOARD USE

OUTCOME-REFERENCED MEASURE: (1.02)

Given a typewriter, paper, and sentences or paragraphs as exercises, using the touch-technique, type the sentences or paragraphs at least three times during the instructional period with 80 percent accuracy.

(TASK SAMPLE)

1.02 (a) Reference South-Western, Page 22, Lesson 12a, Easy sentence:
"She is to aid us with their work for half the pay."

(b) Reference South-Western, Page 32, Lesson 18a, Fluency sentence:
"Is he to do all the field forms for the usual pay?"

(c) Reference South-Western, Page 42, Lesson 25c:

"Establish a daily work goal; then keep it in mind while you practice. Work toward it by doing expertly all that is within your ability to try now.

You do not attain success easily or quickly. It costs much time and effort. There is no magic road to success, now or ever. It means hard work.

It is a good feeling to complete whatever you start. A major sign of our success lies in what we learn through the maze of vexing problems."

1.02 (Checklist for touch-technique): Included as separate page.

Lessenberry, D.D.; Crawford, T. James; Erickson, Lawrence W.; Beaumont, Lee R.; and Robinson, Jetty W. Century 21 Typewriting, 2nd ed., Cincinnati, Ohio: South-Western Publishing Company, 1977.

MODULE 1.0 TYPEWRITING I

TASK 1.02 KEYBOARD USE

TOUCH-TECHNIQUE (MANIPULATIVE CONTROL) CHECKLIST

REPORTING CODE

U - Not competent or not introduced to task
L - Limited skill, requires supervision
M - Moderate skill, requires minimum supervision
S - Skilled, works independently

RATING PERIOD	1	2	3
1. Returns the carriage quickly and smoothly.			
2. Uses an efficient down-and-in motion on the space bar and does not hesitate before of after the space bar stroke.			
3. Operates the shift keys skillfully--capitals appear uniformly on the line of writing.			
4. Operates the tabulator bar or key skillfully and without hesitation--no pauses before or after using the tabulator.			
5. Inserts and removes paper from the machine briskly and without wasted time and motion.			
6. Operates the margin release, backspace key, and other "touch" mechanisms skillfully without looking up.			

TOUCH-TECHNIQUE (STROKING) CHECKLIST

REPORTING CODE

U - Not competent or not introduced to task
L - Limited skill, requires supervision
M - Moderate skill, requires minimum supervision
S - Skilled, works independently

RATING PERIOD	1	2	3
1. Makes quick, sharp, even strokes.			
2. Makes low, direct reaches to the keys.			
3. Keeps the fingers well curved.			
4. Snaps the fingertips back for quick getaway keystrokes.			
5. Sitting up straight, body relaxed, feet flat on floor.			

MODULE 1.0 TYPEWRITING I

TASK 1.03 NUMBERS, SIGNS, AND SYMBOLS

OUTCOME-REFERENCED MEASURE: (1.03)

Type one or more readable copies of figures, signs, and symbols from given exercises with 80 percent accuracy, exhibiting good typing techniques and posture.

(TASK SAMPLE)

DIRECTIONS: Use a 60-space line, double-spacing, and a 5-space paragraph indention. Type the paragraph below. If you complete the paragraph before time is called, start again at the beginning. When time is called, determine GWAM and circle your errors. Record the better GWAM and number of errors on the Scoring Record.

All figures

Last year a $500 award was given as the first-place prize in an ugly dog contest. Pictures of 234 dogs were submitted; but 50% of them were put aside because they were not ugly enough! The rest of the dogs (117 of them) were in the runoffs where 2/3 of them lost out since they obeyed their masters too well. The 6 judges dropped 28 more of the remaining 39 dogs because the dogs did not bark or sneer when they were "spoken to." Out of the 11 dogs in the finals, a poodle that was as big around as she was long was the judges' choice for first place.

3' GWAM
1 2 3 4

MODULE 1.0 TYPEWRITING I

TASK 1.04 MARGIN SETTING

OUTCOME-REFERENCED MEASURE: (1.04)

Determine left and right margins for pica and elite style with 100 percent accuracy, using space lines and centerpoints given.

(TASK SAMPLE) Give the left and right margins for the following:

		PICA		ELITE	
		Left	Right	Left	Right
1.	40 space line, center of 42	____	____	____	____
2.	50 space line, center of 50	____	____	____	____
3.	60 space line, center of 42	____	____	____	____
4.	60 space line, center of 66	____	____	____	____
5.	50 space line, center of 42	____	____	____	____
6.	40 space line, center of 50	____	____	____	____
7.	70 space line, center of 42	____	____	____	____
8.	44 space line, center of 55	____	____	____	____
9.	44 space line, center of 40	____	____	____	____
10.	70 space line, center of 50	____	____	____	____

MODULE 1.0 TYPEWRITING I

TASK 1.05 OPERATE THE TYPEWRITER

OUTCOME-REFERENCED MEASURE: (1.05)

Type one copy, correcting spacing errors as you type, with no more than six errors (95 percent accuracy), using good typing posture and proper typing techniques, given a typewriter, paper, and ten sentences composed of letters, figures, and symbols.

(TASK SAMPLE) Type each sentence correcting the spacing errors as you type. (60-space line).

(1) The stewardess said that Flight # 289 will leave at 11:59 a.m.

(2) Our up - to - date brochure is enclosed with the cloth sample.

(3) Her shoe size should be 7--but she insists on wearing size 6½.

(4) Their 10 % discount amounted to $11.50 on their cash purchase.

(5) The school's purchase order reads: 50# of bacon @ 79¢ a pound.

(6) Bob arrived on Sunday; Liz, on Monday. They will stay a week.

(7) The J. L. Simpson Memorial Fountain was dedicated on Sunday.

(8) Eyes on copy! Repeat the entire exercise until time is called.

(9) The frame measures 9 1/2 by 12 1/4 inches and sells for $2.98.

(10) S & M Hardware, the new store on W. Quaker, is open at night.

(See also Task 1.03)

20th Century Typewriting, Achievement Test 2, 9th ed., Lessenberry, Crawford, and Erickson.

MODULE 1.0 TYPEWRITING I

TASK 1.06 ERASE AND CORRECT ERRORS

OUTCOME-REFERENCED MEASURE: (1.06)

Using the proper correction techniques, correct all typing errors according to textbook instruction, or to the satisfaction of the instructor, with 100 percent accuracy.

(TASK SAMPLE) Using halfsheet, 60-space line; single space; begin on line 9, type the given problem making necessary corrections.

GUIDES FOR ERASING ERRORS

1. Use a plastic shield and a typewriter (hand) eraser.
2. Lift the paper bail and turn the paper forward if the error is on the upper two thirds of the page or backward if it is on the lower third.
3. Move the carriage to the left as far as you can (if the error is left of center) or to right (if the error is right of center).
4. Erase lightly—don't "scrub" the error. Blow eraser particles away as you erase.
5. Return the paper to writing position and type.

Reference: Exercise on Page 69, Lesson 43c, Century 21 (South-Western).

OUTCOME-REFERENCED MEASURE: (1.07)

Given a problem which includes lines to be centered or spread centered, type with 100 percent accuracy the exercise according to instruction given in the text or with the problem.

(TASK SAMPLE) Centered Announcement

DIRECTIONS: Center the following problem vertically on a half sheet of paper with long side up. Center each line horizontally. Use double spacing.

Cheerleader Practice

3:00 p.m. on Thursday

Report to General Patton Field

Bring Megaphones and Pom-poms

Wear Warm Clothing

MODULE 1.0 TYPEWRITING I

TASK 1.08 PERFORM SIMPLE TABULATION

OUTCOME-REFERENCED MEASURE: (1.08)

Prepare a copy of a given tabulation exercise. Prepare an acceptable tabular typewritten copy of a given tabulation exercise with 90 percent accuracy.

(TASK SAMPLE) Tabulation Problem

DIRECTIONS: Begin typing the tabulation problem below on the 13th line from top of a half sheet of paper. Use double spacing. Clear all tab stops. Set margins for a 50-space line. Set the tab stop for the second column 22 spaces from the left margin stop. Set the stop for the third column 19 spaces from the second. Beginning at the left margin, type across the page using tabulator control in moving from one column to the next.

resistor	tube	divide
conductance	transistor	inductance
impedance	thermocouple	transformer
insulation	electron	current
volts	microamphere	capicator

MODULE 1.0 TYPEWRITING I

TASK 1.09 TYPE MANUSCRIPTS

OUTCOME-REFERENCED MEASURE: (1.09)

Provided an edited, rough-draft manuscript copy with footnotes, instructions for style and binding, and required supplies, type the manuscript in specified format and meeting standards for mailability with at least 85 percent of the applicable checklist items receiveing an acceptable rating. Unbound manuscript, using 1" side margins, 2" top margin. Erase and correct errors.

CENTER-ALL CAPS The Employment Interview Triple-space

~~Generally,~~ an interview may be a meeting of persons face to face for the purpose of ~~having~~ holding a formal con ference on some point. The degree of formality is only governed by the judgement and the desires of the ~~interviewee~~ interviewer. An generally accepted definition states that the basic purpose of the employment interview is to ~~acquire~~ obtain significant ~~data~~ information about the applicant.[2] Often the interview turns out to be a "catchall"; ~~that is,~~ in other words, if the desired information cannot be obtained by ~~another~~ any step, the interview will gather much highly subjective (~~and~~ but highly important) information. Interviewing has been the most universally used tool in employee selection.[2] It is estimated that 93 per cent of American ~~businesses~~ enterprises regard the interview as ~~one of~~ the most important parts of their employment procedure.

Since the purpose of ~~an~~ the interview is the selection of employees, the importance of this meeting can not be too strongly stressed. The selection process is also a rejection process by the ~~perspective~~ prospective ~~person~~ employee as well as ~~for~~ the employer.

---

[1] Edwin B. Flippo, Principles of Personnel Management (New York: McGraw-Hill Book Company, Inc., 1961), p. 190.

[2] Michael J. Jucius, Personnel Management (Homewood, Illinois: Richard D. Irwin, Inc., 1959), p. 203.

Good interviewing is not easily executed. Its techniques must be based upon sound rules and applied by skilled personnel.

MODULE	1.0	TYPEWRITING I	
TASK	1.10	TYPE TABULAR MATERIALS, TABLES, COLUMNS, ROWS	

OUTCOME-REFERENCED MEASURE (1.10)

Type tabular material from given types of edited, rough-draft tabular copy, following instructions, meeting standards for mailability, and receiving and acceptable rating on the applicable checklist.

(TASK SAMPLE)

DIRECTIONS--Center the following table vertically and horizontally on a half sheet; DS; 6 spaces between columns. Correct the errors indicated in the copy. In addition, erase and correct errors you make as you type.

center over column STEERING COMMITTEES FOR SENIOR CLA SS ACTIVITIES TS

Yearbook	Prom	Banquet
Joy Bowdon, Chairman	Mae Yingst, Chairman	Tye Haygood, Chairman
Emma Kirk patrick	Barbara Kipmeier	Leah Kasmir
Evlyn Mansfory d	Darlean Lemming	Denise Koghue
Gerald Tupman	Dwight McDonough	Barry Lipmann
Richard Topmiller	Marie, Rodriques z	Margot Mansfield
Jo Ann Yingling	George Wstphall	Tommy Mc Nulty

(TABULATION IN ROUGH DRAFT): DIRECTIONS--Double space; set margin and tab stops; make all corrections as indicated. Decide on spacing between columns.

BASKETBALL SCHEDULE

The Orfordville Viking

Dates	Opponent	Play	Time
Nov. 10	Baraboo	Home	7:00
Nov. 17	Evansville	Agwy	3:30
Nov. 24	Juan	Home	7:00
Dec. 2	Edgerton	Home	7:00
Dec. 9	St. Paul's	Away	7:30
#	Verona		7:00
Dec. 16	~~Oregon~~		~~6:00~~
Dec. 28	Middleton	Home	7:00
Jan. 4	Mt. Clemens	Away y	8:00
Jan. 12	Beloit	away	2:30
Jan. 19	Sussex	Home	7:00

OUTCOME-REFERENCED MEASURE (1.11)

Type an appropriate letter of approximately 150 words in mailable copy given necessary equipment and basic information for a simple business letter.

(TASK SAMPLE)

DIRECTIONS--Given basic information included in letter below, student will compose a letter of approximately 150 words in mailable copy within time limit set by instructor.

Miss Doris L. Patterson/ 1308 West Cornwallis Drive/ Chadron, NE 69337/ Dear Miss Patterson/ You were recommended to me by Dr. Trelles Henderson for the position of Administrative Assistant to Mr. Henry Jackson, vice president of Allied Ready Service in Chadron. Because you were seeking employment in the area, Dr. Henderson suggested that I write you immediately.

Miss Patterson, the position of Administrative Assistant is a most responsible job. As Mr. Jackson is out of the office frequently, it will be your responsibility to maintain and to operate the office efficiently. You will be a key individual in the company. Not only will you be expected to have adequate technical office skills, but you must also be able to meet people and make business decisions quickly and logically.

If you are interested in the position of Administrative Assistant, please telephone me at 481-3628 within a week. I shall then be glad to explain to you more in detail the proper procedure for making application. I do hope that you will be interested in this administrative position./ Sincerely yours/ Ms. Gloria G. Pons

MODULE 1.0 TYPEWRITING I

TASK 1.12 CARBON PACK PREPARATION

OUTCOME-REFERENCED MEASURES: (1.12)

Given an assignment and materials, assemble carbon pack correctly and type letter according to standards of mailability.

(TASK SAMPLE)

DIRECTIONS: Use modified block style, mixed punctuation, one carbon copy, current date, indented paragraphs and a 60 space line. Erase and correct errors on both original and carbon copy.

Kimball's Inc.
40 Pleasant Street
Paterson, New Jersey 07510

Gentlemen:

As one of our dealers, you will be pleased to know that our promotion plans for the coming year are now in full swing, and that we expect a variety of merchandisers and promotional aids to bring new flexibility to retail sales.

High-impact advertisements in leading magazines and a massive TV schedule will support dealer sales in a full range of markets. A multi-million dollar nationwide promotion of the Sheaffer prestige line pre-sells the entire variety of writing instruments, including the popular price line.

One of the advertisements points out that Sheaffer's offers today's best values in quality writing instruments, and puts craftsmanship at the writer's fingertips. If you would like to have some copies of this particular ad for display purposes, we shall be glad to send you as many as you can use.

Very cordially yours,

Source: Sheaffer Teaching Aids

MODULE 1.0 TYPEWRITING I

TASK 1.13 TYPE BUSINESS LETTER

OUTCOME-REFERENCED MEASURE: (1.13)

Type three edited, rough-draft or unarranged letters in the format specified by the instructor or text, making one carbon copy, according to mailable standards, with all applicable items receiving an acceptable rating on the checklist used.

(TASK SAMPLE 1.13a)

DIRECTIONS: Type the following rough-draft business letter on plain paper in block style. Note that this letter has an attention line, subject line, and the company name in the closing. Begin the date on line 12. Use a 60 space line with mixed punctuation. Correct your errors as you type.

April 16, 19—

Noxale china Company
3875 Lexington ~~Street~~ Boulevard
Richmond, VA 23234

Attention Mr. Gary Crane

~~Dear Mr. Crane:~~ Ladies and Gentlemen:

SUBJECT: Our order no. 1483

The china that we ordered from you on March 5 arrived today by United Parcel Service. Our Receiving Clerk, signed for the merchandise although she said she could hear the rattle ing of broken pieces even before opening the package.

one
Of the six place settings that we had ordered for one of our customers, only 1 place setting was intact. The merchandise we have ordered from you in the past always had special cardboard forms protecting the individual pieces. This package had only paper around the china.
loose pieces of

since our customer wishes to have the six place settings for a ~~very~~ special occasion, might we have a rush order placed on the replacement of the 5 place settings which were broken? The pattern is autumn leaves and is described in detail on our Order No. 1483. five

Very truly yours,

The MODERN GIFT ~~SHOP~~ SHOPPE

Howard Emerzian, Manager

(TASK SAMPLE 1.13b)

BUSINESS LETTER

Plain paper; modified block; mixed punctuation. 185 words in letter. Dateline on line 18.

Mrs. Frank Pons/524 Walker Street, S.W./Vienna, VA 22180/Dear Mrs. Pons/ The Admore Savings and Loan Association found 19-- to be a most significant year. Continuous growth through the years and the resultant need for additional space have made necessary larger main office headquarters. We moved into our new building at 7201 Bertalot Boulevard last week. Although our new home is quite different from our former one, we hope you will agree that we are still the same friends who have served you for many years.

For your added convenience, the Eastern Burke Branch was opened in late February. The closeness of this branch to the central business district is an advantage.

On behalf of the Association, I wish to thank you, Mrs. Pons, for your continued confidence and loyalty./Sincerely yours/Trelles G. Case/ President and Managing Trustee/xxx/

(Task Sample 1.13c)

MODIFIED BLOCK STYLE. Body--153 words.

Mr. James L. Scott 500 Mesker Park Drive Evansville, IN 47712 Dear Mr. Scott: (P1) It was around eleven o'clock in the evening. It was cloudy and dark. Just at the corner of Elizabeth Brown's house, a prowler lurked. He was watching the house. (P2) It was eight in the evening. A big delivery truck from a local store was making a last-minute delivery during the Christmas season. The box the man carried was a big one. He couldn't see very clearly. He missed his step. (P3) It was also sometime during a spring evening that a prospective buyer arrived to look at Ms. Brown's house. It looked rather gloomy in the twilight. (P4) In each of these instances, Elizabeth Brown wished that she had installed a Kleerview lawn lamp. It would have brightened these occasions considerably. Maybe it isn't too late for you. Wouldn't it be a good idea to call us for details? Sincerely yours, BOLTON ELECTRIC COMPANY Jane L. Derby Sales Representative xx

MODULE 1.0 TYPEWRITING I

TASK 1.14 and 1.15 TYPE LARGE ENVELOPES, TYPE SMALL ENVELOPES

OUTCOME-REFERENCED MEASURES (Task Sample: 1.14 and 1.15)

Type each address on a No. 10 and No. 6 3/4 Business envelope in all CAPS according to U.S. Post Office Regulations. Be sure to correct all errors.

Ernest Hollings
The United States Senate
Washington, DC 20510

The President
The White House
Washington, DC 20500

John Applegate
2030 Appleton Drive
Peach City, SC 29480

Henry L. Jones, City Councilman
106 Ponce de Leon Avenue
Greenville, SC 29605

Horace R. Jones
T-Tec Corporation
Donaldson Center
Greenville, SC 29605

The Committee on Appropriations
House of Representatives
Washington, DC 29515

Barbara Rawls
Amy's Dress Shoppe
2673 Augusta Road
Greenville, SC 29605

Melvin R. Ledbetter (Judge)
215 Rockingham Road
Greenville, SC 29615

M. V. Pace, M.D.
215 N. Main Street
Greenville, SC 29602

Dr. Howard E. Smith
Cedar Methodist Church
10 Bell Avenue
Greer, SC 29651

Ansel Adams (Mayor)
Travelers Rest City Hall
25 S. Main Street
Travelers Rest, SC 29690

Charles P. Knapp
Knapp Construction Co.
515 N. Simpson Street
Greenville, SC 29601

Milton F. Freeman, Ph.D
Furman University
Greenville, SC 29608

Tandy R. Rice
Rice Enterprises
P. O. Box 113
Taylors, SC 29615

Sarah Williams, Attorney
114 North Street
P. O. Box 514
Greenville, SC 29601

Holly F. Mathews
212 Fernwood Circle
Holly Tree
Simpsonville, SC 29681

Dr. Medly G. Horn
President, Horn Business College
2124 S. Augusta Road
Greenville, SC 29605

MODULE 1.0 TYPEWRITING I

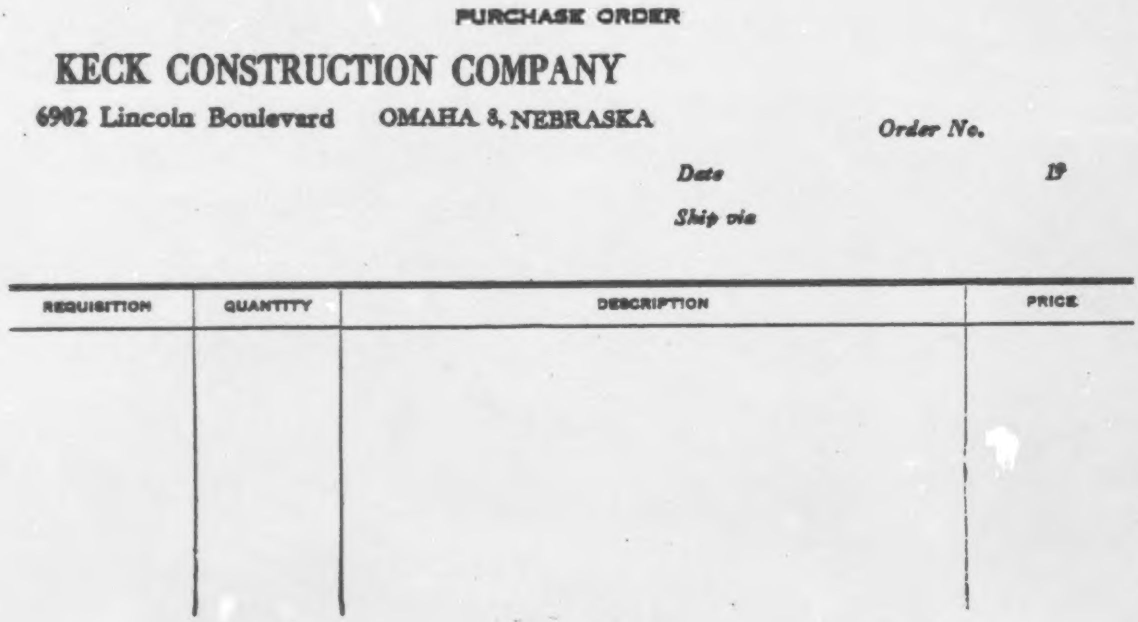
TASK 1.16 TYPE PRE-PRINTED FORMS

OUTCOME-REFERENCED MEASURE: Given four pre-printed business forms that require typing on lines, in block-in areas (boxes), after guide words, or in columns (such as purchase order, purchase requisition, invoice, acknowledgement, check, form letter, payroll, time sheet, business contract, telegram, personnel form, or voucher), plus the necessary information for completing the forms, type the information onto the forms in the appropriate spaces with 100 percent accuracy and with copy placed consistently and evenly aligned.

(TASK SAMPLE: 1.16a)

Purchase Order / Order No. 98 / Date: Nov. 27 19-- / Ship Via: Best Way

Quantity	Description	Price
4 bxs.	No. 10 Envelopes	40.75
3 rolls	Magic Mending Tape	3.58
2 cans	Ditto Remover (hand cleaner)	2.98
		47.31
	Tax (4%)	1.89
	TOTAL	49.20



PURCHASE ORDER

KECK CONSTRUCTION COMPANY

6902 Lincoln Boulevard OMAHA 8, NEBRASKA

Order No.

Date 19

Ship via

REQUISITION	QUANTITY	DESCRIPTION	PRICE

(Task Sample 1.16b)

DIRECTIONS: Type the following information on the invoice provided.

Sold to Hangen Sporting Goods, 712 Glenoaks Boulevard, Los Angeles, CA 90032/ Terms 2/15, n/30 / Date March 11, 19–– / Our Order No. 30672 / Cust. Order No. 4119 / Shipped Via Greyhound / Salesperson (use your name)

Quantity	Description	Unit Price	Amount
12	G99 Warm-up Suit, Size S	10.99 ea.	131.88
24	G50 Warm-up Suit, Size M	10.99 ea.	263.76
36	G42 Warm-up Suit, Size L	10.99 ea.	395.64
12	G15 Warm-up Suit, Size XL	11.99 ea.	143.88
			935.16

OKI SUPPLY CO.

1711 Scott Covington, KY 41014 (606) 866-1959

INVOICE

SOLD TO

DATE

OUR ORDER NO.

CUST. ORDER NO.

SHIPPED VIA

TERMS

SALESPERSON

QUANTITY	DESCRIPTION	UNIT PRICE	AMOUNT

(TASK SAMPLE 1.16c)

DIRECTIONS: Type the following information on the purchase requisition provided.

Purchase requisition / Requisition No. 3167-2 / Date: Oct. 12, 19-- / Date Required: Nov. 15, 19--

Deliver to: George F. Flanigan, Location: Plant 16, Job No. Z-740

Quantity	Description
125 rolls	Filament tape, 3" core
200 rolls	Package sealing tape, 1 1/2" x 1,000"
75 boxes	Address labels for computers, 3 1/2" x 15/16"
10	File card boxes, 5" x 8", polypropylene, avocado
25	Felt stamp pads, black

GEMINI INTERNATIONAL, INC. **PURCHASE REQUISITION**

Deliver to: **Requisition No.**

Location: **Date**

Job No. **Date Required**

Quantity	Description

Requisitioned by: ______________________

MODULE 1.0 TYPEWRITING I

TASK 1.16 TYPE PRE-PRINTED FORMS

(TASK SAMPLE 1.16d)

DIRECTIONS: Type the following information on the invoice provided.

Invoice / Date: November 3, 19— / Our Order No. CW-724169 / Cust. Order No. X-3058 / Terms: 2/10, n/60 / Shipped Via: Dalton Express /

Sold to: Pascal Book Store, 1015 North 63 Street, Philadelphia, PA 19151.

Quantity	Description	Unit Price	Total
12	Pencil cups, 2 3/4" diameter, 3 1/2" high, ebony	2.25	27.00
5	Porcelain moisteners, white glazed	3.35	16.75
2	Automatic numbering machines, 6 bands, 8 functions	32.50	65.00
1	Memo holder, 4" x 6" paper, walnut	2.25	2.25
			111.00

Broward Broward Office Supplies
7028 Miramar Blvd.
Hollywood, FL 33023 (306) 271-4397

Invoice

Date

Our Order No.

Cust. Order No.

Terms

Shipped Via

Quantity	Description	Unit Price	Total

MODULE 1.0 TYPEWRITING I

TASK 1.17 TYPE MEMORANDUMS

OUTCOME-REFERENCED MEASURE: (1.17)

Type the following interoffice memorandum on the form provided according to instructions, with no typographical errors, and in proper form.

(TASK SAMPLE) Interoffice Memorandum with Table

DIRECTIONS: 60 space line; 8 spaces between columns in table; correct all errors.

TO: All Office Employees / FROM: Anne Stewart, Office Manager / DATE: Current date / SUBJECT: New Telephone Extensions / Beginning Monday morning, all telephones in the company will be using our new PABX (Private Automated Branch Exchange) Telephone System. New extension numbers are listed below:

Ball, Judy	230
Black, Don	241
Henderson, Ed	232
Hennon, Peggy	233
Homer, Mike	225
Jensen, Diana	236
Larsen, Marianna	228
Lutz, Charles	227
Melton, Greg	235
Mitsui, Emi	229
Stewart, Anne	234
Weaver, Mark	226

Telephone company representatives are offering a series of seminars on the use of the PABX system. Please call extension 236 to arrange to attend one of the seminars. / (xx)

MODULE 1.0 TYPEWRITING I

TASK 1.18 TYPE CORRESPONDENCE AND REPORTS FROM ROUGH DRAFTS

OUTCOME-REFERENCED MEASURE: (1.18)

Type the following pieces of rough draft correspondence or reports according to instructions given, meeting standards of mailability.

(TASK SAMPLE) Report from Rough Draft

DIRECTIONS: Type the following report on a full sheet of paper using double spacing. If your typewriter has pica type, set the margins at 10 and 75 and if it has elite type, set the margins at 12 and 90. Begin typing on Line 13 from the top of the page. Center the heading. Correct your errors as you type.

THE BALD EAGLE

Triple space →

¶ You would expect the bald eagle to be bald, but it
isn't. At the time it was nam~~d~~e, the word "bald" meant
"white." If you have seen a bald eagle, you know that
its head~~s~~ is very white. However, is it really quite
raer to see the eagles themselves--except perhaps in
a zoo--because they are dying out as a species. many
farmers and ranchers have shot eag les because they
believed the~~y~~ eagles attac~~c~~ked thier lambs and calves
in looking for some thing to prey upon. The best place to
find a picture of the bald eagle, which is the emblem of
the United States, is on coins or dollar bills.

MODULE 1.0 TYPEWRITING I

TASK 1.18 TYPE CORRESPONDENCE AND REPORTS FROM ROUGH DRAFTS

OUTCOME-REFERENCED MEASURE: (1.18)

(TASK SAMPLE) Letter from Rough Draft

← Line 12 — 3 Amboy St.reet
Allston, Massachusetts 02134
(Use current date)

Mr. Alden Edgar — on 4th line space
Fine Arts Director
Fresno ~~Com~~ Arts Community
Fresno, ~~Calif~~ 93726 California

~~Gentlemen~~ Dear Mr. Edgar:

It ~~is~~ is pleasing to know that you were well satisfied with the schedule of events our that company presented to you last summer. We are able ^again to offer you a fine program for the summer season.

This is the schedule of events that we could bring to you:

SS

June 16	Jack Benny, Violinist, comedian
June 30	San Francisco Philharmonic Orchestra
July 14	"The King and I," by the Davis Players
july 28	Pearl Bailey, Blues singer
Aug ^ust 11	Burl Ives, ballad singer
Aug ^ust 25	Elvis Presley, rock and roll singer

Our policies are the same as in the past. We require a $500 deposit at the time the seasonal contract is signed. This deposit is applicable to the 10% fee that ^we request in the contract. The 10% fee pertains to 10% of the gross sales.

Mr. Joe Corrigan will be representing us in San Francisco on March 15~~th~~. If you wish, I ~~could~~ can have him reserve a time on ~~his interview schedule~~ that day to show you the advertising literature we have available to promote sales on season tickets. I do hope that you find the events we have listed above suitable and that you will plan # to use them in your summer series.

ds

← Sincerely ~~yours,~~ Leave 3 blank lines

Leonard Altmans
Promotional Director

(TASK SAMPLE) (continued) Manuscript from Rough Draft

DIRECTIONS: Type one corrected copy of the manuscript, 1 inch side margins, top margin, 1 ½ for Pica, 2 inches for Elite.

THE ART OF BECOMING A SUCCESSFUL NAME DROPPER

You've heard of name droppers, I'm sure. They're the people who casually refer to presidents of large corporations by their nick names, state governors by their first names, and if you dont pick you're way carefully through thier conversational excursions you're aptto find yourself treading on at least ten members of forgien nobility. I don't usually approve of na me dropping, but, as with everything else, there's always the exception to the rule and, that exception applies to owners of Sheaffer pens.

Sheaffer pen owners can avoid those terribly trite and pallid expressions such as "I just filled my pen." they have the privilege of coming up with some thing sharp, something like "I just flipped when I filled my Sheaffer," and they'll be being perfectly honest too, becuase that's how easy it is ti fill Sheaffer pens. Those unbreakable refill cartridges are the handiest things inthe whole world, and they flip in and flip out so easily that you can do it with your eyes closed. An other advantage that Sheaffer pen owners have is that they can safely say "My Sheaffer is the result of almost fifty years spent in the production of writing equipment," and they know thatif practice makes perfect, as it is commonly supposed to, a sheaffer pen just has to be perfect. A company that has spent that span of years in the writing equip ment field wouldn't be able to maintain its leadership if it didn't Maintain the highest standards.

One enthusiastic Sheaffer name dropper, whom I happen to know personally, has to do quite a bit of airplane traveling. He used to carry some sort of fountain pen, i think it was called Brand X, but he got tired of arriving at his destination with a pocket ful of ink. Then he switched to a Sheaffer cartridge fountain pen, because Sheaffer cartridges never, ever leak. Many Sheaffer ballpoint pen owners are flagrant name droppers, too. They are prone to say "My Sheaffer Ballpoint starts instantly, writes any where, and won't skip," and they are right!

Now You have the basic instruction on how to become a successful name dropper, and if you are a stickler for details, the Initials are W. A.

MODULE 1.0 TYPEWRITING I

TASK 1.19 TYPE INDEX CARDS

OUTCOME-REFERENCED MEASURE: (1.19)

Type a 3" x 5" index card for each name and address on the list provided by teacher according to instructions given in the test.

(TASK SAMPLE)

DIRECTIONS: Type each name and address given on a 3" x 5" index card. Begin each name on line 8. Use a 1" left margin on each card; single space the address.

Miss Helen White
22 North First Street
Newark, New Jersey 07112

Miss Patricia Peters
53 Hayward Avenue
Columbus, Ohio 43209

Miss Christine Carter
114 Grand Avenue
Fresno, California 93721

Miss Ellen Sloane
216 Fifth Avenue
Birmingham, Alabama 35209

Miss Ida Driscoll
921 Commonwealth Avenue
Boston, Massachusetts 02111

Miss Edith Linn
201 Delaware Avenue
Buffalo, New York 14205

Miss Janet Blair
612 Main Street
Bridgeport, Connecticut 06615

Miss Roberta Hunt
210 Euclid Avenue
Cleveland, Ohio 44114

Miss Dorothy Lane
786 Michigan Avenue
Cincinnati, Ohio 45210

Miss Laura West
19 Chester Avenue
Chicago, Illinois 60612

Miss Susan Jordan
6 Fairway Drive
Des Moines, Iowa 50307

Miss Elizabeth Sample
516 North Meridian Street
Dallas, Texas 75215

Miss Natalie Nelson
101 Baltimore Avenue
Indianapolis, Indiana 46204

Miss Pat Young
710 Madison Avenue
Kansas City, Kansas 66102

Miss Helen Duncan
112 Bardstown Road
Newark, New Jersey 07112

Miss Doris Wilson
113 Wood Drive
Baltimore, Maryland 21214

Miss Elise Brent
32 Central Avenue
Atlanta, Georgia 30309

Miss Louise Wright
341 Biscayne Boulevard
Miami, Florida 33110

Miss Evelyn Coles
2242 West End Avenue
Louisville, Kentucky 40202

Miss Diane Hart
725 Market Street
Memphis, Tennessee 38106

MODULE 1.0 TYPEWRITING I

TASK 1.20 PROOFREAD FINAL COPY

OUTCOME-REFERENCED MEASURE: (1.20)

Two students will work together to proofread a given rough draft with corrections and a final copy to make sure all corrections made in the rough draft have been incorporated into the final copy.

(TASK SAMPLE)

DIRECTIONS: Type the given rough draft with 1½" left margin, 1" right margin, double space, correct all errors. Proofread carefully to make sure all corrections are incorporated.

Records Management ← all cap
← triple-space

¶ Concern about records management is ~~relatively~~ fairly new in the modern world ~~of~~ business. ~~Most~~ businessmen used to think that they could set # up a filing system with little or no planning. Once a system was established, they made no effort to evaluate it ~~once in a while~~ periodically to see that it was functioning as it should ~~properly~~. Almost every employee had ac c ess to the files; and because there was no ~~one~~ single stet person in charge, records were often lost or could not be located quickl~~e~~y.

← double-space

Businesses today, ~~though~~ however, are taking a ~~long~~ critical look at their filing systems. One of the first things they have discovered is that much of the material that is filed never is used. In fact, the National Records Management council estimate s that over 90~~%~~ percent of the material that is filed is never used for reference purposes

The business which has a ~~good~~ sound records management program can ~~gain~~ reap many ben~~i~~ e fits. Some of the chara c teristics of a good records management program are:

1. An overall control of filing.
2. Elimination of unnecessary and ~~a~~ o bsol~~e~~te fil~~ing~~ es.

94

(TASK SAMPLE) (Continued)

3. A retention schedule for each type of record. ← double space
4. Holding of vital material (only) for long periods.

~~Some~~ Authorities estimate that over $350 million is spent ~~foolishly~~ needlessly on filing each # year. Effic‸ient records management, by reducing costs for files, labor, overhead, and clerical work, can ~~eliminate~~ minimize such spending.

FINAL COPY

RECORDS MANAGEMENT

Concern about records management is fairly new in the modern business world. Businessmen used to think that they could set up a filing system with little or no planning. Once a system was established, they made no effort to evaluate it periodically to see that it was functioning as it should. Almost every employee had access to the files; and because there was no one person in charge, records were often lost or could not be located quickly.

Businesses today, however, are taking a critical look at their filing systems. One of the first things they have discovered is that much of the material that is filed is never used. In fact, the National Records Management Council estimates that over 90 percent of the material that is filed is never used for reference purposes.

The business which has a sound records management program can

FINAL COPY (Continued)

reap many benefits. Some of the characteristics of a good records management program are:

1. An overall control of filing.
2. Elimination of unnecessary and obsolete files.
3. A retention schedule for each type of record.
4. Holding of only vital material for long periods.

Authorities estimate that over $350 million is spent needlessly on filing each year. Efficient records management, by reducing costs for files, labor, overhead, and clerical work, can minimize such spending.

MODULE 1.0 TYPEWRITING I

TASK 1.21 TYPE NO LESS THAN 35 GWPM

OUTCOME-REFERENCED MEASURE: (1.21)

Type a minimum of 35 GWPM with errors limited to five on a five-minute writing.

(TASK SAMPLE)

DIRECTIONS: 70 space line, double space, circle errors. The student will type for five minutes, them compute GWPM.

	5' GWAM	
Counselors and teachers emphasize the need to get the right job when	3	74
you begin work. You can switch jobs, but your goal should be to locate the	6	77
job that is best for you. Many sources of jobs are available. An employment	9	80
agency will usually have some sound jobs to offer. Numerous people find	12	83
initial positions by ads in the newspapers. Others may seek jobs through	15	86
their teacher or counselor. You may also go directly to a firm for an inter-	17	88
view.	18	89
You will write a letter of application when you decide where you will	21	92
seek your initial job. This letter is an ambassador. It tells the reader	24	95
of your writing ability, clerical skills, and interests. It is quite impor-	27	98
tant that the letter restate the exact job description, give an appraisal of	30	101
your abilities, and close with a request for an interview. Since this letter	33	104
may be passed on to some executives, you must be careful to review the job as	36	107
you assume it to be.	37	108
An interview reveals information to your prospective employer as well	40	111
as to you. It helps him assess your skill and traits. He is able to gather	43	114
facts from you that a data sheet can never reveal. The time spent in an in-	46	117
terview will vary, but you can be sure that your dress, voice, diction, pos-	49	120
ture, conduct, and personality will be given a close look. You will likely	52	123
have several questions to ask during the interview and it gives you a chance	55	126
to obtain more information about the company.	57	128
A data sheet is either sent with a letter or carried to the interview.	60	131
These data include facts about you, your education, work experience, in-	62	133
terests, and hobbies. Those who have granted consent for their names to be	66	137
cited as references are also given in the data sheet. The facts stated in	69	140
the data sheet given in a rapid glance the basic history of you.	71	142
5' GWAM | 1 | 2 | 3 |		

20th Century Typewriting, 9th ed., Lessenberry, Crawford, and Erickson, NY: South-Western Publishing Company.

EQUIPMENT LIST
MODULE 1.0, TYPEWRITING I

1. Typewriters (one per student) (75 percent manual and 25 percent electric recommended minimum)
2. Overhead projector (1)
3. Record player (1)
4. Demonstration stand (1)
5. Automatic typewriter (1) (Advanced Only)
6. Interval timer and stopwatch (1)

REFERENCES
MODULE 1.0, TYPEWRITING I

Lessenberry, D. D.; Crawford, James T.; Erickson, Lawrence W.; Beaumont, Lee R.; and Robinson, Jetty W. Century 21 Typewriting, 2nd ed., Cincinnati: Ohio: South-Western Publishing Company, 1977.

Gregg College Typing, Lloyd, Alan C.; Rowe, John L.; and Winger Fred E. Typing 75, Basic, New York: McGraw-Hill Book Company, 1957.

TYPEWRITING II

STUDENT-TEACHER AGREEMENT
FOR
PERFORMANCE-BASED LEARNING

DIRECTIONS: The student, after reviewing the objectives and standards for the course either individually or as a member of the class, will check the appropriate course title block, sign his/her name at the bottom of the page, and indicate the school and date. The student and instructor by signing the agreement indicate that they will abide by the stated objectives and standards of the course.

THIS STATEMENT CERTIFIES THAT I HAVE READ THE OBJECTIVES AND STANDARDS FOR:

( ) Typewriting I

( ) Typewriting II

( ) Shorthand I

( ) Shorthand II

( ) Accounting I

( ) Accounting II

( ) Office Procedures

( ) Other: ______________________________

AND THAT I FULLY UNDERSTAND THE CONTENT OF THE OBJECTIVES, COURSE REQUIREMENTS AND GRADING PROCEDURES.

STUDENT'S SIGNATURE ______________________________

SCHOOL ______________________________

DATE ______________________________

INSTRUCTOR SIGNATURE ______________________________

SUMMARY
MODULE 2.0, TYPEWRITING II
SUGGESTED INSTRUCTION TIME

TYPEWRITING II MODULE/TASK		SUGGESTED HOURS
2.01	Prepare Minutes of Meetings, Using Typewriter	3
2.02	Type Minutes of Meetings	4
2.03	Type Spirit Masters	3
2.04	Typed Mimeograph Stencils	3
2.05	Timed Straight Copy 3 Minutes	10
2.06	Timed Straight Copy 5 Minutes	10
2.07	Times Straight Copy 10 Minutes	10
2.08	Type Addresses on Envelopes	5
2.09	Type Carbon Copies	5
2.10	Rought Draft Production	20
2.11	Legal Document Typing	6
2.12	Tabulation Production	12
2.13	Agenda Preparation	5
2.14	Itinerary Preparation	3
2.15	Multi-page Letter	12
2.16	Manuscript Production	20
2.17	Correspondence Production	15
2.18	Business Form Production	20
2.19	Interoffice Memorandum Production	10
2.20	Word Division Rules	4
TOTAL SUGGESTED INSTRUCTION HOURS		180

TASK LISTING
TYPEWRITING II

2.01 (Prepere Minutes of Meeting, Using Typewriter) Provided a pencil, paper, typewriter, and a meeting to attend, record and prepare a typewritten draft of the minutes. The minutes will record the names of the participants, the data, time, and place of the meeting and chronologically record the business conducted.

2.02 (Type Minutes of Meeting) Given rough-draft minutes, a typewriter, and instructions for typing, prepare a typewritten report according to established format with no typographical errors.

2.03 (Type Spirit Masters) Issued an edited rough-draft copy, instructions for typing, a spirit master, and a typewriter, type copy in the established format so that the final copy contains no breakthroughs, no typographical errors, and no smudges or fingerprints.

2.04 (Type Mimeograph Stencils) Give a copy of a letter or form, typed rough-draft copy on plain paper, instructions for typing, a stencil, and a typewriter, type the mimograph stencil in the specified format so that the stencil pack is wrinkle free with no typographical errors.

2.05 (Timed Straight Copy of 3 Minutes) Type a minimum of 40 words per minute for three minutes within a three-error limit (97 percent accuracy). For each error exceeding three errors, two words will be deducted from the gross words figured to determine the typing rate.

2.06 (Timed Straight Copy of 5 Minutes) Given five minutes straight copy timed writing, type a minimum of 50 words per minute with 95 percent accuracy. Demonstrate an ability to produce copy typical of office situations.

2.07 (Timed Straight Copy of 10 Minutes) Presented a typewriter, appropriate supplies, and a timed straight copy exercise, type a minimum of 65 words per minute with 98 percent accuracy (two errors per minute limit). Given office materials, produce mailable copy.

2.08 (Type Addresses on Envelopes) Issued a typewriter, a minimum of 12 pieces of mail, and two dozen assorted business envelopes, type addresses onto 12 envelopes large enough to receive intended content in mailable form so that: (1) The copy contains no typographical errors. (2) Format and style conforms to office policy. (3) The copy is legible. (4) No smudges or extraneous marks are present.

2.09 (Type Carbon Copies) Given at least three edited pieces of correspondence, instructions for typing, a typewriter, carbon paper, and a second sheet copy paper, type one original and two carbons for each piece of correspondence. The correspondence must be in mailable form so that: (1) The copy contains no typographical erros. (2) Format and style conform to office policy. (3) The copy is legible. (4) No smudges or extraneous marks are present.

2.10 (Rough Draft Production) Assigned typing problems containing proofreader's marks, type a corrected copy in the format specified by the instructor or the text. All typographical errors must be corrected.

2.11 (Legal Document Typing) Given legal document information, type the legal document in the format specified by the instructor or in the text. All typographical errors must be corrected.

2.12 (Tabulation Production) Given a 20-minute production test on tabulation, including a single-column table or a multi-column table either ruled or un-ruled, type the material, centering vertically and horizontally at a minimum rate of 10 N-PRAM.

2.13 (Agenda Preparation) Furnished a copy of an agenda, type the material in proper form with 100 percent accuracy, correcting all errors.

2.14 (Itinerary Preparation) Provided with itinerary information, type it in proper form with 100 percent accuracy, correcting all errors.

2.15 (Multi-page Letter) Given a multi-page business letter, type the letter according to the proper letter form, using either vertical or horizontal placement or heading on the second and following pages.

2.16 (Manuscript Production) Given a left-bound or unbound manuscript draft with title page, content page or outline, footnote information, and bibliographical page, type the manuscript with 100 percent accuracy.

2.17 (Correspondence Production) Given a 20-minute production test on correspondence which includes Modified Block, Block and AMS Simplified Styles with special mailing notations, type the correspondence with correct notations and at a minimum rate or 40-60 NWPM with no more than one error per minute.

2.18 (Business Form Production) Issued three pre-printed business forms that require typing on lines, in boxes, after guide words, or in columns (such as purchase order, purchase requisition, or request for quotation), plus the necessary information for completing the form, type the information onto the form with 100 percent accuracy, correcting all errors.

2.19 (Interoffice Memorandum Production) Given three edited, rough-draft memorandums, instruction for typing and a typewriter and supplies, type all the memorandums according to instructions from the teacher or text in mailable form.

2.20 (Word Divison Rules) Furnished a list of at least ten words and a dictionary or word division manual, type the correct word divisions for the words according to the Preferred Rules of Word Division given in the textbook or by the teacher with at least 80 percent accuracy.

MODULE 2.0
TYPEWRITING II

MODULE	2.0	TYPEWRITING II
TASK	2.01	PREPARE MINUTES OF MEETINGS USING THE TYPEWRITER

PERFORMANCE OBJECTIVE:

Provided a pencil, paper, typewriter, and a meeting to attend, record and prepare a typewritten draft of the minutes. The minutes will record the names of the participants, the date, time, and place of the meeting and chronologically record the business conducted.

PERFORMANCE ACTIONS:

2.0101 Record preliminary information and decisions/actions taken at the meeting.

2.0102 Prepare a draft copy of the minutes.

2.0103 Edit the rough draft.

2.0104 Type a final copy.

2.0105 Proofread.

2.0106 Have presiding officer and/or secretary sign the minutes.

SUGGESTED INSTRUCTION TIME: 3 Hours

PERFORMANCE STANDARDS:

- The final copy of the minutes must meet the standards established in the text or by the teacher for minutes of meetings in style or format.
- 95 percent accuracy in essential data.
- The final copy must be acceptable to the instructor.

RELATED TECHNICAL INFORMATION:

- Robert's Rules of Order

MODULE 2.0 TYPEWRITING II

TASK 2.02 TYPE MINUTES OF MEETING

PERFORMANCE OBJECTIVE:

Given rough-draft minutes, a typewriter, and instructions for typing, prepare a typewritten report according to established format with no typographical errors.

PERFORMANCE ACTIONS:

2.0201 Review rough-draft notes.

2.0202 Establish minutes format.

2.0203 Make typewriter adjustments.

2.0204 Type the minutes.

2.0205 Proofread.

2.0206 Correct all errors.

SUGGESTED INSTRUCTION TIME: 4 Hours

PERFORMANCE STANDARDS:

- 100 percent accuracy, correcting all errors, in typing minutes according to specified format.

TASK 2.03 TYPE SPIRIT MASTERS

PERFORMANCE OBJECTIVE:

Issued an edited rough-draft copy, instructions for typing, a spirit master, and a typewriter, type copy in the established format so that the final copy contains no breakthroughs, no typographical errors, and no smudges or fingerprints.

PERFORMANCE ACTIONS:

2.0301 Review instructions and rough-draft copy.

2.0302 Make typewriter adjustments.

2.0303 Remove protective sheet.

2.0304 Type spirit master.

2.0305 Proofread and correct all errors.

2.0306 Re-insert protective sheet.

SUGGESTED INSTRUCTION TIME: 3 Hours

PERFORMANCE STANDARDS:

- Material positioned properly.
- 100 percent accuracy, correcting all errors, with no smudges or fingerprints.
- Follows procedures recommended by text or instructor for the handling of spirit master, correcting masters, and filing copies.
- Letters and lines clearly typed to produce good duplication copies.

RELATED TECHNICAL INFORMATION:

- Correction techniques and devices.
- Capitalization, punctuation, grammar, and word-division rules.

MODULE 2.0 TYPEWRITING II

TASK 2.04 TYPE MIMEOGRAPH STENCILS

PERFORMANCE OBJECTIVE:

Given a copy of a letter or form, typed rough-draft copy on plain paper, instructions for typing, a stencil, and a typewriter, type the mimeograph stencil in the specified format so that the stencil pack is wrinkle free with no typographical errors.

PERFORMANCE ACTIONS:

2.0401 Review instructions and rough-draft copy.

2.0402 Make typewriter adjustments.

2.0403 Assemble stencil pack.

2.0404 Type the mimeograph stencil.

2.0405 Proofread the stencil.

2.0406 Correct any errors.

2.0407 Protect the mimeograph stencil from damage.

SUGGESTED INSTRUCTION TIME: 3 Hours

PERFORMANCE STANDARDS:

- Material positioned properly.
- 100 percent accuracy, all errors corrected, with no smudges, wrinkle free, without cuts in the stencil.
- Stencil sufficiently cut (typed) to print clearly and corrections properly made.
- Follows procedures recommended by text or instructor in the handling of stencils, correcting stencils, and filing copies.

RELATED TECHNICAL INFORMATION:

- Correction techniques and devices.
- Capitalization, punctuation, grammar, and word-division rules.

MODULE 2.0 TYPEWRITING II

TASK 2.05 TIMED STRAIGHT COPY OF 3 MINUTES

PERFORMANCE OBJECTIVE:

Type a minimum of 40 words per minute for three minutes with a three-error limit (97 percent accuracy). For each error exceeding three errors, two words will be deducted from the gross words figured to determine the typing rate.

PERFORMANCE ACTIONS:

2.0501 Review instructions.

2.0502 Set up typing station.

2.0503 Type timed straight copy.

2.0504 Proofread.

2.0505 Make neat corrections as necessary.

2.0506 Submit material for evaluation.

SUGGESTED INSTRUCTION TIME: 10 Hours

PERFORMANCE STANDARDS:

- Type with 97 percent accuracy, correcting errors neatly.
- Type at 40 WPM. (Production Test)
- The production test problems will be acceptable if there are no more than three errors on the combined problems.

RELATED TECHNICAL INFORMATION:

- Correction techniques and devices.

MODULE 2.0 TYPEWRITING II

TASK 2.06 TIMED STRAIGHT COPY OF 5 MINUTES

PERFORMANCE OBJECTIVE:

Given five minutes straight copy timed writing, type a minimum of 50 words per minute with 95 percent accuracy. Demonstrate an ability to produce copy typical of office situations.

PERFORMANCE ACTIONS:

2.0601 Review instructions.

2.0602 Set up typing station.

2.0603 Type timed straight copy.

2.0604 Proofread.

2.0605 Make neat corrections as necessary.

2.0606 Submit material for evaluation.

SUGGESTED INSTRUCTION TIME: 10 Hours

PERFORMANCE STANDARDS:

- Type with 95 percent accuracy, correcting errors neatly.
- Type at 50 words per minute. (Production Test)
- Mailable copy.

RELATED TECHNICAL INFORMATION:

- Correction techniques and devices.

MODULE 2.0 TYPEWRITING II

TASK 2.07 TIMED STRAIGHT COPY OF 10 MINUTES

PERFORMANCE OBJECTIVE:

Presented a typewriter, appropriate supplies, and a timed straight copy exercise, type a minimum of 65 words per minute with 98 percent accuracy (two errors per minute limit). Given office materials, produce mailable copy.

PERFORMANCE ACTIONS:

2.0701 Review instructions.

2.0702 Set up typing station.

2.0703 Type timed straight copy.

2.0704 Proofread.

2.0705 Make neat corrections as necessary.

2.0706 Submit material for evaluation.

SUGGESTED INSTRUCTION TIME: 10 Hours

PERFORMANCE STANDARDS:

- Type with 98 percent accuracy, correcting errors neatly.
- Type at 50 words per minute. (Production Test)
- Produce mailable copy.

RELATED TECHNICAL INFORMATION:

- Correction techniques and devices.

MODULE 2.0 TYPEWRITING II

TASK 2.08 TYPE ADDRESSES ON ENVELOPES

PERFORMANCE OBJECTIVE:

Issued a typewriter, a minimum of 12 pieces of mail, and two dozen assorted business envelopes, type addresses onto 12 envelopes large enough to receive intended content in mailable form so that: (1) The copy contains no typographical errors. (2) Format and style conform to office policy. (3) The copy is legible. (4) No smudges or extraneous marks are present.

PERFORMANCE ACTIONS:

2.0801 Make typewriter adjustments.

2.0802 Choose an envelope.

2.0803 Type address from given list.

2.0804 Proofread.

2.0805 Make necessary corrections.

SUGGESTED INSTRUCTION TIME: 5 Hours

PERFORMANCE STANDARDS:

- No typographical errors. Errors neatly corrected.
- Typed addresses on envelopes conform to typical office policy format and style.

RELATED TECHNICAL INFORMATION:

- U. S. Government Postal Service Regulations (Telephone Greenville, SC, U. S. Postal Service, at 232-3511, Extension 125 for information.)

MODULE 2.0 TYPEWRITING II

TASK 2.09 TYPE CARBON COPIES

PERFORMANCE OBJECTIVE:

Given at least three edited pieces of correspondence, instructions for typing, a typewriter, carbon paper, and a second sheet copy paper type one original and two carbons for each piece of correspondence. The correspondence must be in mailable form so that: (1) The copy contains no typographical errors. (2) Format and style conform to office policy. (3) The copy is legible. (4) No smudges or extraneous marks are present.

PERFORMANCE ACTIONS:

2.0901 Review instructions and correspondence.

2.0902 Make typewriter adjustments.

2.0903 Assemble carbon pack.

2.0904 Type correspondence making carbon copies as required.

2.0905 Proofread.

2.0906 Correct all errors on the original and on each carbon copy.

SUGGESTED INSTRUCTION TIME: 5 Hours

PERFORMANCE STANDARDS:

- Mailable copy, 100 percent accurate, correcting errors.
- Legible carbon copies.
- Acceptable corrections on carbon copies.

RELATED TECHNICAL INFORMATION:

- Correction techniques and devices

MODULE 2.0 TYPEWRITING II

TASK 2.10 ROUGH DRAFT PRODUCTION

PERFORMANCE OBJECTIVE:

Assigned typing problems containing proofreader's marks, type a corrected copy in the format specified by the instructor or the text. All typographical errors must be corrected.

PERFORMANCE ACTIONS:

2.1001	Assemble necessary supplies.
2.1002	Make necessary machine adjustments.
2.1003	Assemble guide to proofreader's marks, if so directed.
2.1004	Type corrected copy from rough draft.
2.1005	Proofread carefully.
2.1006	Neatly correct all errors.

SUGGESTED INSTRUCTION TIME: 20 Hours

PERFORMANCE STANDARDS:

- 100 percent accuracy, errors corrected, mailable copy.
- Proofreader's marks correctly interpreted.

RELATED TECHNICAL INFORMATION:

- Proofreader's marks.

MODULE 2.0 TYPEWRITING II

TASK 2.11 LEGAL DOCUMENT TYPING

PERFORMANCE OBJECTIVE:

Given legal document information, type the legal document in the format specified by the instructor or in the text. All typographical errors must be corrected.

PERFORMANCE ACTIONS:

2.1101 Assemble necessary supplies:
  (a) Typing paper
  (b) Correction devices
  (c) Legal document exercise

2.1102 Make necessary machine adjustments.

2.1103 Type legal documents as required by the instructor.

2.1104 Proofread carefully.

2.1105 Neatly correct all errors.

SUGGESTED INSTRUCTION TIME: 6 Hours

PERFORMANCE STANDARDS:

- 100 percent accuracy in 30 minutes, neatly prepared and corrected.

RELATED TECHNICAL INFORMATION:

- Legal terminology.
- Legal document formats and requirements.

MODULE 2.0 TYPEWRITING II

TASK 2.12 TABULATION PRODUCTION

PERFORMANCE OBJECTIVE:

Given a 20-minute production test on tabulation including a single-column table or a multi-column table, either ruled or unruled, type the material, centering vertically and horizontally at a minimum rate of 10 N-PRAM.

PERFORMANCE ACTIONS:

2.1201 Assemble necessary supplies:
  a. Typing paper
  b. Correction devices
  c. Production test

2.1202 Make necessary machine adjustments.

2.1203 Type table, centering vertically and horizontally.

2.1204 Proofread carefully.

2.1205 Neatly correct all errors.

SUGGESTED INSTRUCTION TIME: 12 Hours

PERFORMANCE STANDARDS:

- 10 N-PRAM minimum of 20 minutes.
- Vertically and horizontally centered (acceptable to instructor).

RELATED TECHNICAL INFORMATION:

- Vertically centering.
- Horizontally centering.

MODULE 2.0 TYPEWRITING II

TASK 2.13 AGENDA PREPARATION

PERFORMANCE OBJECTIVE:

Furnished a copy of an agenda, type the material in proper form with 100 percent accuracy, correcting all errors.

PERFORMANCE ACTIONS:

2.1301 Assemble necessary supplies:
- a. Typing paper
- b. Correction devices

2.1302 Assemble copy of agenda.

2.1303 Make necessary machine adjustments.

2.1304 Type agenda in proper form.

2.1305 Proofread carefully.

2.1306 Neatly correct all errors.

SUGGESTED INSTRUCTION TIME: 5 Hours

PERFORMANCE STANDARDS:

- 100 percent accuracy in typing material in proper form, correcting errors.

MODULE 2.0 TYPEWRITING II

TASK 2.14 ITINERARY PREPARATION

PERFORMANCE OBJECTIVE:

Provided with itinerary information, type it in proper form with 100 percent accuracy, correcting all errors.

PERFORMANCE ACTIONS:

2.1401 Assemble necessary supplies:
  a. Typing paper
  b. Correction devices

2.1402 Assemble itinerary information.

2.1403 Make necessary machine adjustment.

2.1404 Type itinerary according to directions.

2.1405 Proofread carefully.

2.1406 Neatly correct all errors.

SUGGESTED INSTRUCTION TIME: 3 Hours

PERFORMANCE STANDARDS:

- 100 percent accuracy in itinerary information, errors corrected.
- Proper form followed (as directed by teacher or text).

MODULE 2.0 TYPEWRITING II

TASK 2.15 MULTI-PAGE LETTER

PERFORMANCE OBJECTIVE:

Given a multi-page business letter, type the letter according to the proper letter form, using either vertical or horizontal placement or heading on the second and following pages.

PERFORMANCE ACTIONS:

2.1501 Assemble necessary supplies:
  a. Typing paper or letterhead, carbon paper, onionskin or second sheet paper, envelopes
  b. Correction devices
  c. Material to type

2.1502 Make necessary machine adjustments.

2.1503 Type multi-page letter.

2.1504 Proofread carefully.

2.1505 Neatly correct all errors.

SUGGESTED INSTRUCTION TIME: 12 Hours

PERFORMANCE STANDARDS:

- 100 percent accuracy, 95 percent neatness, with acceptable letter style, produced in 30 minutes.

RELATED TECHNICAL INFORMATION:

- Business letter forms.
- Vertical and horizontal placement.

MODULE 2.0 TYPEWRITING II

TASK 2.16 MANUSCRIPT PRODUCTION

PERFORMANCE OBJECTIVE:

Given a left-bound or unbound manuscript draft with title page, content page or outline, footnote information, and bibliographical page, type the manuscript with 100 percent accuracy, correcting all errors.

PERFORMANCE ACTIONS:

2.1601 Assemble the necessary supplies:
  a. Typing paper
  b. Correcting devices
  c. Manuscript material

2.1602 Make necessary machine adjustments.

2.1603 Type the manuscript.

2.1604 Proofread carefully.

2.1605 Neatly correct all errors.

2.1606 Assemble the manuscript.

SUGGESTED INSTRUCTION TIME: 20 Hours

PERFORMANCE STANDARDS:

- 100 percent accuracy, 90 percent neatness, in 30 minutes.
- Correct placement for left-bound or unbound as directed.
- Proper centering for titles or headings.
- Proper placement of footnote information.
- Bibliographical page according to acceptable format.

RELATED TECHNICAL INFORMATION:

- Manuscript style manual rules.

MODULE 2.0 TYPEWRITING II

TASK 2.17 CORRESPONDENCE PRODUCTION

PERFORMANCE OBJECTIVE:

Given a 20-minute production test on correspondence which includes Modified Block, Block, and AMS Simplified Styles with special mailing notations, type the correspondence with correct notations and at a minimum rate of 40-60 NWPM with no more than one error per minute.

PERFORMANCE ACTIONS:

2.1701 Assemble necessary supplies:
  a. Typing paper
  b. Correction devices
  c. Production tests

2.1702 Make necessary machine adjustments.

2.1703 Type letters with specified objectives.

2.1704 Proofread carefully.

2.1705 Neatly correct all errors.

SUGGESTED INSTRUCTION TIME: 15 Hours

PERFORMANCE ACTIONS:

- Acceptable letter style.
- 100 percent accuracy, 95 percent neatness, prepared in a 20-minute time period.
- Special notations as required:

  -Mailing Notations
  -Attention Line
  -Subject Line
  -Company Name
  -Reference Notation
  -Enclosure Notation
  -Copy Notation
  -Postscript Notation

RELATED TECHNICAL INFORMATION:

- Business letter styles.
- Notations.

MODULE	2.0	TYPEWRITING II
TASK	2.18	BUSINESS FORM PRODUCTION

PERFORMANCE OBJECTIVE:

Issued three pre-printed business forms that require typing on lines, in boxes, after guide words, or in columns (such as a purchase order, purchase requisition, or request for quotation), plus the necessary information for completing the form, type the information onto the form with 100 percent accuracy, correcting all errors.

PERFORMANCE ACTIONS:

2.1801 Assemble necessary supplies:
  a. Pre-printed business forms
  b. Form information
  c. Correction devices

2.1802 Make necessary machine adjustments.

2.1803 Type pre-printed business forms.

2.1804 Proofread carefully.

2.1805 Neatly correct all errors.

SUGGESTED INSTRUCTION TIME: 20 Hours

PERFORMANCE STANDARDS:

- Information placed in proper spaces, accurately aligned and neat, with legible carbon copies.
- All errors corrected for 100 percent accuracy.

RELATED TECHNICAL INFORMATION:

- Typewriter tab adjustments.

MODULE 2.0 TYPEWRITING II

TASK 2.19 INTEROFFICE MEMORANDUM PRODUCTION

PERFORMANCE OBJECTIVE:

Given three edited, rough-draft memorandums, instructions for typing, a typewriter and supplies, type all the memorandums according to instructions from the teacher or text in mailable form.

PERFORMANCE ACTIONS:

2.1901 Review instructions and memorandum.

2.1902 Adjust typewriter settings.

2.1903 Type the memorandum.

2.1904 Proofread.

2.1905 Correct errors.

SUGGESTED INSTRUCTION TIME: 10 Hours

PERFORMANCE STANDARDS:

- 100 percent accuracy, 95 percent neatness, prepare a mailable copy in 20 minutes.
- Mailable copy:

  -No typographical errors.
  -Format and style conforms to office policy.
  -Copy is legible.
  -No smudges or extraneous marks are present.

MODULE 2.0 TYPEWRITING II

TASK 2.20 WORD DIVISION RULES

PERFORMANCE OBJECTIVE:

Furnished a list of at least ten words and a dictionary or word-division manual, type the correct word divisions for the words according to the Preferred Rules of Word Division given in the textbook or by the teacher with at least 80 percent accuracy.

PERFORMANCE ACTIONS:

2.2001 Assemble necessary supplies:
  a. Typing paper
  b. Correction devices
  c. Word Division Manual or dictionary (or Rules of Word Division)
  d. List of words (exercise).

2.2002 Make necessary machine adjustments.

2.2003 Divide and type words.

2.2004 Proofread carefully.

2.2005 Neatly correct all errors.

SUGGESTED INSTRUCTION TIME: 4 Hours

PERFORMANCE STANDARDS:

- 80 percent accuracy in dividing words, 95 percent neatness.

OUTCOME-REFERENCED MEASURES

MODULE 2.0, TYPEWRITING II

OUTCOME-REFERENCED MEASURE: (2.02)

(TASKS SAMPLE) Directions--Prepare a typewritten report according to established format with no typographical errors, given rough draft of minutes.

MINUTES

Monthly meeting of the Piedmont Camera Club: Minutes for August, 1981.

August 10, 1981, the Piedmont Camera Club met in the Conference Rooms of the Greenville County Library.

President Jim Myers called the meeting to order at 3:30 p.m. and welcomed members and guests, including three visiting prospective members.

Secretary James Black read the minutes for the previous meeting. Accepted as read.

Treasurer Tim Wilson reported that the Club treasury had $156.00 on account and no outstanding bills. Treasurer's report accepted as read.

Troy Brown moved to meet at Sears Shelter for the September 15 meeting so refreshments could be served. He and a committee would handle all arrangements for reserving the Shelter meeting place and for refreshments. Twenty-five dollars ($25) would be needed from the Club Treasury for the purpose of refreshements. Seconded. Carried.

There being no old business, the meeting was turned over to the Program Chairman, Susan Blake, who introduced the speaker, Melvin Brown, Photojournalist with the Piedmont Courier Newspaper.

Mr. Brown introduced himself by explaining his background and training in news photography which included a BS Degree in Journalism from the University of South Carolina and approximately ten years in news photography.

Mr. Brown spoke on black and white push-process photography and development in photojournalism. He explained how he pushed film speeds from twice to five (5) times the typical ratings. He distributed a sample chart he uses in push-processing Tri-X film. He had a number of samples of push-processed film and prints that he had developed and that had been used in the newspaper. The film and prints were used to illustrate samples of what he considered good products and some of the problems he had experienced. The Club was invited to tour the Piedmont Courier Newspaper darkroom at some future date.

OUTCOME-REFERENCED MEASURE: (2.02) (Continued)

President Myers thanked Mr. Brown for the very interesting and educational presentation. The members were reminded of the change in the meeting place for the September meeting.

Meeting was adjourned at 4:45 p.m.

Sandra Daily (recorded minutes)

MODULE 2.0 TYPEWRITING II

TASK 2.05 TIMED STRAIGHT COPY OF 3 MINUTES

OUTCOME-REFERENCED MEASURE: (2.05)

3-Minute Timed Writings

Line: 60; DS; ¶ Indention: 5

Directions: Type your name in the upper right corner of the paper. If you complete a writing before time is called, start again at the beginning. When time is called, determine your *gwam* and errors for each writing and record the score in the appropriate score block.

Straight Copy

All letters are used.

	3'	GWAM
If by the time you are a junior or senior you have some	4	66
idea what it is you would like to do in life, you may not be	8	70
a typical high school student. College teachers and guests	12	74
from local businesses who take part in annual career days find	16	78
only too often that most of the boys and girls who attend the	20	82
scheduled sessions still are perplexed about their future goal	24	87
in life.	25	87
While you may not be too sure that your career goal is	29	91
the one for which you are best suited, it will be profitable	33	95
to you if you have formulated some thoughts about the type of	37	99
work you would like to do in order to make a living. Some of	41	103
your first important decisions in life may come when you are a	45	107
senior and are about to graduate from high school. Know your	49	112
strengths and weaknesses and determine in what areas you seem	53	116
to be quite outstanding. Then perhaps you will realize what	57	120
your goal is and be able to make certain decisions when they	61	124
must be made.	62	125

3' GWAM | 1 | 2 | 3 | 4 |

GWAM	ERRORS

20th Century Typewriting, Achievement Test Lessons 21-49, Lessenberry, Crawford, and Erickson, NY: South-Western Publishing Company.

MODULE 2.0 TYPEWRITING II

TASK 2.06 TIMED STRAIGHT COPY OF 5 MINUTES

OUTCOME-REFERENCED MEASURES: (2.06)

Using a 70-space line, 5-space paragraph indentions, double spacing, type for 5 minutes the following material.

straight-copy skill

a 5' writing;
determine gwam;
circle errors

all letters used | A | 1.5 si | 5.6 awl | 80% hfw |

gwam 5'

You must give some careful study to the proper way of applying 3 | 49
for a job. The results of an interview may shape your work life for 5 | 52
years. You cannot prepare for all the questions that may be asked in 8 | 54
an interview, but you can be informed about how to dress, how to be- 11 | 57
have, and the kind of tests you will take. Some people form snap opin- 14 | 60
ions about a person's qualifications. Such decisions may not always 16 | 63
be based on utilization of school records or test results; they may 19 | 66
often be based on intangible traits that impress the employer favorably 22 | 68
or unfavorably. 23 | 69

When you select a position, you must live up to your promises and 25 | 72
responsibilities. Make it a habit to be at work on time or ahead of 28 | 74
time. If you are asked to work overtime, adjust your own concerns on 31 | 77
short notice and without protest. Many companies do not permit overtime 34 | 80
work, but in many offices it is essential that employees stay at peak 37 | 83
periods to finish the work. If you know that overtime work is the rule 39 | 86
rather than the exception, you have no cause to resent the call for 42 | 88
additional service. Fulfill your work responsibilities. You will grow 45 | 91
in usefulness and in importance. 46 | 93

gwam 5' | 1 | 2 | 3 |

Century 21 Typewriting, Achievement Test, 9th ed., Lessenberry, Crawford, and Erickson, NY: South-Western Publishing Company.

TASK 2.07 TIMED STRAIGHT COPY OF 10 MINUTES

OUTCOME-REFERENCED MEASURE: (2.07)

Using a 70-space line, 5-space paragraph indentions, double spacing, type for 10 minutes the material below.

	10' GWAM	
Because of the numerous one- or two-doctor medical offices, a	1	37
top medical secretary must be trained in three basic job fields—those	3	38
of receptionist, bookkeeper, and stenographer. In a small clinic a	4	40
girl may be called upon to perform all of these duties. In a big office	5	41
a different girl is responsible for each task.	6	42
A medical receptionist has to be neat in appearance and dress.	8	44
Her manner must not antagonize the patient. She should be able to	9	45
put patients at ease but not let them control the situation. She must	10	46
be polite, friendly, considerate, and alert. She must have the ability	12	48
to execute oral and written directions that are given by a doctor.	13	49
A capable bookkeeper must be skilled in the use of the double-entry	15	51
theory of keeping books. It includes daily recording of income and	16	52
expenses as well as orderly posting to ledgers. Charges and credits to	17	53
each account have to be kept current. It is her duty to submit insurance	19	55
claims and orders for patients. The records are audited at regular	20	56
intervals.	20	56
A doctor may refuse to hire a stenographer who does not have the	22	58
ability to type, spell, and take dictation. She has to acquire such	23	59
skill prior to applying for a job. Some of her many duties are: take	25	61
dictation, submit letters and reports in an acceptable style, keep records	26	62
neatly filed in proper sequence, have appropriate supplies available,	27	63
and assist in any office task.	28	64
Duties of individual office employees may vary according to the	29	65
desires of a doctor. This is why it is vital that staff members know	31	67
specific areas of work assigned to each girl. Girls are expected to	32	68
aid each other. There must be a feeling of rapport among the respective	34	70
workers. Then, the office will function in an efficient style, and the	35	71
doctor can spend his time administering to patients.	36	72
10' GWAM | 1 | 2 |		

Century 21 Typewriting, 9th ed., Lessenbury, Crawford, and Erickson, Achievement Test, NY: South-Western Publishing Company.

MODULE 2.0 TYPEWRITING II

TASK 2.08 LETTERS TO DEALERS

OUTCOME-REFERENCED MEASURE: (2.08)

(TASK SAMPLE) Letters to Dealers

DIRECTIONS: Date the letter for the latter part of the next week and have as many copies as possible ready for Mr. Madison's signature. Address each letter as shown in the model that follows.

Kimball's Inc.
40 Pleasant Street
Paterson, New Jersey 07510

Gentlemen:

As one of our dealers, you will be pleased to know that our promotion plans for the coming year are now in full swing, and that we expect a variety of merchandisers and promotional aids to bring new flexibility to retail sales.

High-impact advertisements in leading magazines and a massive TV schedule will support dealer sales in a full range of markets. A multi-million dollar nationwide promotion of the Sheaffer prestige line pre-sells the entire variety of writing instruments, including the popular price line.

One of the advertisements points out that Sheaffer's offers today's best values in quality writing instruments, and puts craftsmanship at the writer's fingertips. If you would like to have some copies of this particular ad for display purposes, we shall be glad to send you as many as you can use.

Very cordially yours,

This letter is to be sent to the following:

Radecker Stationery Co.
20 East Ninth Street
Cincinnati, Ohio 45202

Cambridge Office Supply Co.
426 Main Street
Baltimore, Maryland 21233

Kopp Stores, Inc.
79 Maple Street
South Bend, Indiana 46624

Monroe Jewelers
127 Main Street, East
Wichita, Kansas 67202

Dutton's Stationery Store
1028 Tuckahoe Road
New Haven, Connecticut 06510

Major's Department Store
614 Dunham Avenue
Miami, Florida 33131

Capital Drug Co., Inc.
111 Broadway
Denver, Colorado 80202

Kenney Pen Shop
65 Atlantic Avenue
Boston, Massachusetts 02108

Matthews Brothers, Inc.
307 Ruggles Street
Minneapolis, Minnesota 55401

Markwell Stationery Co.
220 Fifth Avenue
Rochester, New York 14603

The Office Supply Company
1252 Reynolds Street
Portland, Oregon 97208

Rutland Drug Company
50 Water Street
Philadelphia, Pennsylvania 19104

J. K. Gill Co.
65 Fremont Avenue
Seattle, Washington 98101

Laurel Jewelry Stores, Inc.
309 Center Street
Fresno, California 93721

Bond Drug Stores, Inc.
26 Sutton Place
Syracuse, New York 13201

L. J. Desmond, Inc.
10 East Lincoln Avenue
Austin, Texas 78710

Harper Brothers Corp.
822 Walden Road
Atlanta, Georgia 30302

Dittmer Stores, Inc.
787 North Drive
Buffalo, New York 14205

MODULE 2.0 TYPEWRITING II

TASK 2.10 ROUGH-DRAFT PRODUCTION

OUTCOME-REFERENCED MEASURE: (2.10)

(TASK SAMPLE) Rough Draft Production

DIRECTIONS: 1" side and bottom margins, 1½" top margin, pica; 2" top margin, elite. Indention: five spaces, make all indicated corrections.

Words

POLLUTION CONTROL 4

A major expansion of liquid waste treatment ~~facilities~~ stet at Old Hickory, 18
Tennessee, is ~~an~~ one exampel of Du Pont's continuing effort # to protect 32
the environment. Begun ~~Started,~~ in July, 1969, the project will have cost several 46
million dollars when it is completed ~~done.~~ 54

Two facilities ~~plants,~~ are involved: # a pretreatment plant to prepare 67
waste ~~waist~~ from manufacture of dimethyl terephthalate ~~(DMT, an inter-~~ 77
~~mediate for "Dacron" polyester fiber)~~ for entering the site's 82
waste treatment plant, and an expansion of the waste treatment 94
plant. 96

By decreasing the ~~B.O.D.,~~ (biochemical oxygen demand) level 106
of the plant wastes discharges ~~dumped,~~ into near~~l~~by Old Hickory Lake by nearly 120
90% percent, the new ~~v~~facilit~~y~~ies will meet the limits set by the state of Tennessee. 137

Pollution control is ~~a~~ an increasingly significant cost factor in industry. 152
The investment yeilds little or no return in dollars and cents, and must 166
be added to the cost of doing business. 174

Du Pont's environmental control costs (including capital expenditures) for the 5-year period 1966 to 195
1970 totaled $207 million. During the 5-year period 1971 to 1975, the 209
company expects to spend nearly 3 times that amount —almost $600 million— on pollution 226
abatement. ~~control.~~ About 40% percent of the total will be for new control equip- 241
ment, and the remainder will be for operating and maintainance costs. Du Pont 256
has the equivalent of 1,700 employees working full-time on pollution control 271
activities. 274

278

292

MODULE 2.0 TYPEWRITING II

TASK 2.11 LEGAL DOCUMENT TYPING

OUTCOME-REFERENCED MEASURE: (2.11)

(TASK SAMPLE) DIRECTIONS: Double space, indent ten spaces for paragraphs, and single space witnesses' statement; make two carbons on plain paper.

LAST WILL AND TESTAMENT OF JOSEPH W. MORRIS

I, JOSEPH W. MORRIS, a resident of the City of Bangor, State of Maine, declare this to be my Last Will and Testament, and revoke all former Wills and Codicils.

FIRST: I direct that my just debts and funeral expenses be paid.

SECOND: I appoint as Executrix of my Will my wife, DEBORAH SCOTT MORRIS, to serve without bond. In the event she is unable or unwilling to serve, then it is my wish that the NATIONAL BANK OF MAINE shall be appointed as Executor.

THIRD: I give, devise, and bequeath all my property, real and personal and wherever situated, to my wife, DEBORAH SCOTT MORRIS. In the event my wife does not survive me, than her portion is to be given to my brother, PAUL E. MORRIS.

This Will and Testament is subscribed by me on the fourth day of June, 19—, at Bangor, Maine.

The foregoing instrument, consisting of one page, was subscribed on the date which it bears, by the testator, JOSEPH W. MORRIS, and at the time of subscribing was declared by him to be his Last Will and Testament; and we, at the testator's request and in his presence and in the presence of each other, have signed such instrument as witnesses.

________________________ residing at ________________________

____

________________________ residing at ________________________

____

MODULE 2.0 TYPEWRITING II

TASK 2.12 TABULATION PRODUCTION

OUTCOME-REFERENCED MEASURE: (2.12)

(TASK SAMPLE) Tabulation

DIRECTIONS: Arrange the following tabulation attractively within 20 minutes.

SOME SIMPLE SUGGESTIONS FOR SHEAFFER GIFT-GIVING

Person	*Color*	*Occasion*	*Possible Reasons*
Father	Black	Father's Day	Might increase your allowance
Mother	Blue	Mother's Day	Need new dress for prom
Brother (older)	Green	Finally graduated	Won't borrow yours
Sister (older)	Red	Engagement	Same as above
Brother (younger)	Green	Birthday	Won't tell about your diary
Sister (younger)	Red	Promotion	Sheer luck, but she made it
Uncle	Black	Trip abroad	Might lend car
Aunt	Blue	Anniversary	Possible birthday check
Friend (girl)	Red	Birthday	That's what she gave you
Friend (boy)	Green	Christmas	Top secret information
Teacher	Grey	Final exams	So good for grading papers

Source: Educational Service Division, The W. A. Sheaffer Pen Company.

MODULE 2.0 TYPEWRITING II

TASK 2.14 ITINERARY PREPARATION

OUTCOME-REFERENCED MEASURE: (2.14)

(TASK SAMPLE) Typing an itinerary from arranged copy

DIRECTIONS: (1) Allow a top and bottom margin of 1½" for the first page. Allow a 1" top margin for the second page. (2) Center the heading. Double-space between the heading and the date and location lines. (3) Type this two-page itinerary on plain paper. Note heading used for second page.

ITINERARY OF MISS PENELOPE C. O'MEARA DS

May 2-6, 19-- DS

Phoenix, Tucson, and Dallas TS

Monday, May 2

16 →

11:00 a.m.	Leave St. Louis on American Airlines Flight 133 (nonstop with lunch on board).
12:02 p.m.	Arrive Phoenix Airport. Will be met by McAlister James, Administrative Assistant, Continental Office Services. Confirmed reservation at the Phoenix Inn.
3:00 p.m.	Conference with Roger Michaelson, Vice President of Continental Office Services. Mr. James will pick you up at 2:30 p.m.
6:30 p.m.	Dinner with Roger Michaelson and Nancy Malloy at Top of the Peak. Mrs. Malloy will pick you up on at 6:15 p.m. TS

Tuesday, May 3

8:30 a.m.	Tour offices of Continental Office Services.
11:30 a.m.	Luncheon meeting with executive officers of Continental Office Services (J. Patrick Sahagian, President; Roger Michaelson, Vice President; Nancy Malloy, Executive Vice President; Nathan Samuelson, Director of Management Services; and McAlister James, Administrative Assistant).
7:45 p.m.	Leave Phoenix on American Airlines Flight 187 to Tucson (nonstop).
8:18 p.m.	Arrive Tucson Airport. Reservation at Hyatt Lodge (downtown). TS

TASK SAMPLE (Continued)

Itinerary
May 2-6, 19--
Page 2

TS

Wednesday, May 4

16 →

1:30 p.m.	Meeting with Dave Zoellner of Med-Cal Office Products, 1401 Emery Park Building, to discuss terms of new contract.
5:30 p.m.	Dinner with Dave Zoellner, Marjorie Lineboro, and Janice Johnson to discuss Med-Cal service accounts.

TS

Thursday May 5

6:00 a.m.	Leave Tucson on American Airlines Flight 179 to Dallas (stop in Phoenix to change planes; meal on board).
11:08 a.m.	Arrive Dallas Airport (Love Field). Will be met by Patricia Rozowski, Public Relations Coordinator of Industrial Office Products, Inc. Hotel reservation at Dallas Hilton.
2:00 p.m.	Meeting at Industrial Office Products, Inc., to set up information processing center.

TS

Friday, May 6

8:30 a.m.	Meeting at Industrial Office Products, Inc.
5.30 p.m.	Leave Dallas on American Airlines Flight 266 for St. Louis (nonstop flight with meal on board).
7:02 p.m.	Arrive in St. Louis.

MODULE 2.0 TYPEWRITING II

TASK 2.15 MULTI-PAGE LETTER

OUTCOME-REFERENCED MEASURE: (2.15)

(TASK SAMPLE) Production Typing

DIRECTIONS: Modified block; indented, mixed punctuation; one carbon copy, and envelope.

$$\text{N-PRAM} = \frac{\text{Total Acceptable Words}}{\text{Time (30')}}$$

Words

November 21, 19— Mr. Byron Robbins, Presi- 8
dent Houston Industries, Inc. 2300 Shelby 17
Boulevard Memphis, Tennessee 38117 Dear 25
Mr. Robbins: (¶ 1) Thank you for your letter of 33
November 17 notifying us that we have been 42
selected by your board of directors to be the 51
architects for the construction of your new office 61
building. Under the terms of our contract, we 70
will assume professional responsibility for the 80
design of the building, the development of 89
specifications, and the supervision of the con- 98
tracts for construction. (¶ 2) We understand 106
that a planning committee consisting of your 115
Comptroller, Plant Engineer, Director of Admin- 124
istration, and Office Manager has programmed 133
this project in terms of space requirements, kinds 144
of equipment, and arrangement of space in a 152
diagrammatic way. These preliminary plans will 162
be invaluable to us in the preparation of the 171
designs for the building. (¶ 3) In coordination 180
with you and your committee, we will first pre- 189
pare a preliminary design for the building. 198
Floor plans and space arrangement diagrams 207
will be drawn. Overall schematic sketches will 216
be made of alternate possible arrangements, 225
types of structure, circulatory traffic patterns, 235
access, and other details. These preliminary 244
designs will be checked in terms of the functions 254
the building is to serve. Upon approval of these 264
preliminary drawings, final plans showing the 273
entire building, together with scale drawings of 282
the elevations and perspective drawings show- 292
ing how the building will look on its location, 302
will be prepared. When the final plan has been 311
approved, we will develop the specifications and 321
drawings for the heating, plumbing, ventilating, 331
electrical, and other mechanical systems within 340
the building. (¶ 4) On your behalf, we will 348
supervise the contracts to insure that the con- 357
tractors comply with the contracts in terms of 367
materials, methods, skills, and results, thus con- 377
trolling the quality of the job. Members of our 386
staff will be on hand during the entire period 396
of construction to represent you and to protect 405
your interests. There is no inference, of course, 416
that we in any way guarantee the workmanship 423
of the contractors involved. (¶ 5) After the 432
building has been completed, we will make a 441
complete and thorough inspection. In the event 451
any deficiencies are noted, action will be taken 461
to insure that they are corrected either before 470
or after occupancy. After the building has been 480
accepted for occupancy, we will make several 489
inspections during the first year in order to pick 499
up any faults in materials and workmanship. 508
(¶ 6) We are very pleased to have this oppor- 516
tunity to advise and assist you in the construction 526
of your new office building. Harry E. Feather- 536
stone, one of our senior consultants, will take 545
personal charge of our staff on this project. He 555
is eager to meet with you and your committee 564
so that we may begin work without delay. 573
Please let us know when it will be convenient for 583
Mr. Featherstone to meet with you. Sincerely, 591
yours, Harry E. McKenna President (xx) 553 599
words *+ Envelope* 619

ACCEPTABLE WORDS	UNACCEPTABLE WORDS

MODULE 2.0 TYPEWRITING II

TASK 2.16 MANUSCRIPT PRODUCTION

OUTCOME-REFERENCED MEASURE: (2.16)

(TASK SAMPLE)

DIRECTIONS: (1) Using the copy below, type the title page of the report, centering each line horizontally. (2) Type the table of contents, beginning on line 13. (3) Type the bibliography, beginning on line 13. Type the heading "Bibliography" as a spread heading.

(TITLE PAGE)

SECRETARIAL SURVEY--COURT REPORTING	(Line 13)
A Report for Advanced Shorthand	(Line 15)
Deanne Evans	(Line 32)
East High School	(Line 51)
Denver, Colorado	(Line 52)
January 22, 19—	(Line 53)

(TABLE OF CONTENTS PAGE)

TABLE OF CONTENTS

QUALIFICATIONS 1
Skills and Knowledge 1
Required Training 1
Certificate 2

NATURE OF THE WORK 2
Types of Courts 2
Work of the Court Report 2
Free Lance 3

EARNINGS 3
Regular Salary for the Court Report 3
Supplementary Pay 3
Earnings for Free-Lance Work 3

ADVANTAGES 3
High Salary 3

(BIBLIOGRAPHY PAGE)

BIBLIOGRAPHY

Coyle, Jean S. "In Support of Justice," Today's Secretary, Vol. 70, No. 2 (October, 1967), pp. 33, 71-72.

Noyes, Nell Braly, A Definitive Study of Your Future as a Secretary. NY: Richards Rosen Press, Inc., 1963.

OUTCOME-REFERENCED MEASURE (2.16): (Continued)

(TASK SAMPLE)

DIRECTIONS: From the copy below, type the first and second pages of the report. Use the correct form for unbound manuscript copy.

(Page 1)

SECRETARIAL SURVEY--COURT REPORTING

Qualifications

A court reporter must have a solid knowledge of grammar, punctuation and spelling. An extensive vocabulary is also required because the report must record verbatim the entire proceedings of the court. In order to qualify as a court reporter, an applicant must be able to take shorthand or use a shorthand machine at the minimum rate of 175 words per minute to pass the examination. Most court reporters, however, are capable of taking from 200 to 225 words per minute. This high proficiency is necessary in order to get the exact wording of all that is said in court, without having to stop the proceedings to catch up.[1]

To gain the greater speed and confidence necessary, most people aspiring to be court reporters need training beyond high school. Often one to two years of additional training are required to build the high speeds required and to master the legal terminology. Experience with a law firm or a period of apprenticeship under a practicing reporter is also helpful.

---

[1] Nell Braly Noyes, A Definitive Study of Your Future as a Secretary (NY: Richards Rosen Press, Inc., 1963), p. 93.

(Page 2)

"Appointment of the official court reporter is made by the judge of the court after a qualifying examination." Because each state has different qualifications for becoming a court reporter, an investigation of the specific qualifications and regulations required in the state in which you live should be made. One requirement of many courts is that the applicant be a Certified Shorthand Reporter.

OUTCOME-REFERENCED MEASURE (21.6): (Continued)

Nature of the Work

Most court reporters are employed by a specific court--county, state district, U.S. district, Superior, and Supreme. In all of these courts the reporter's role is similar. The court reporter sits in front of the judge, as does the court clerk. The reporter often works under great pressure, for witnesses often speak rapidly or indistinctly. Transcripts are usually required for only about one-tenth of the reporter's notes. The reporter can choose to transcribe the records, too, for which an additional fee is charged. Otherwise, the reporter reads from the notes into some kind of dictating equipment and the transcript is typed by a transcriber. At times the judge calls the reporter to the judge's chambers to take down certain private information.[2]

---

[2] Ibid., p. 92

(Page 3)

Some repoters work free lance. They primarily take depositions of witnesses for attorneys prior to a trial. However, they may also take minutes of meetings of boards of directors, statements for insurance adjustors, and so forth. The free-lance reporter must establish a reputation and build a clientele. The reporter must also maintain an office, equipment, and supplies--all of which can be costly.

Earnings[3]

"A court reporter's salary will vary from $6,000 to $15,000, depending on the court and the state...an additional $2,000 to $5,000 each year" is paid for transcripts. The free-lancer's earnings (the remainder "after paying for such a demanding-but-efficient operation") will run from $500 to $2,000 a month.[4]

Advantages

The high salaries mentioned above--probably the highest in the secretarial profession--are certainly one advantage of becoming a court reporter. Additional benefits, such as an annual month's vacation taken at the same time as the judge to whom the reporter is assigned, makes court reporting attractive. Also, court reporters enjoy a certain prestige not granted to many in the profession. Judges and attorneys rely heavily upon the excellent skills of court reporters and, therefore, treat them with much respect. Because the courtroom is the scene of tragedy, comedy, thrills, and excitement, the reporter's job is

OUTCOME-REFERENCED MEASURES (21.6): (Continued)

constantly filled with challenge. Most court reporters feel that the advantages of the work make all their efforts worthwhile.

---

3. The figures given in this section should be adjusted to today's economic situation.
4. Jean S. Coyle, "In Support of Justice," Today's Secretary, Vol. 70, No. 2 (October, 1967), p. 71.

MODULE 2.0 TYPEWRITING II

TASK 2.17 CORRESPONDENCE PRODUCTION

OUTCOME-REFERENCED MEASURE: (2.17)

(TASK SAMPLE)

DIRECTIONS: Time schedule, Planning/preparing...4", Production timing... 20', Proofreading; computing n-pram...6'. Type each letter on a plain sheet. Erase and correct errors. Proofread your completed work; circle errors; then deduct 15 words from total words for each uncorrected error. Compute n-pram.

$$\text{n-pram} = \frac{\text{total words - penalty*}}{\text{time of writing (20')}}$$

*Penalty: Deduct 15 words for each uncorrected error.

Paragraph = (P1)

Letter 1 (Modified block; open) Words

March 1, 19— Miss Dorothy H. Kriner 1901 West Girard Avenue Philadelphia, 15
PA 19130 Dear Miss Kriner 20
(P1) Perhaps this long, cold winter has put a strain on your family budget. 35
Perhaps, too, you have been thinking about a substitute heating system for 50
your home to help in the drive to conserve fuel, as well as your money. Solar 65
energy is potentially our greatest source of home heat. (P2) If you will 79
return the enclosed card, our representative will call at your convenience to 95
outline the steps you need to take to switch to solar heating for your home. 110
Sincerely yours Maybelle Prable Sales Manager xx Enclosure (90) 122

Letter 2 (Block; open)

March 1, 19— Mr. Juan B. Nazario Negron 555 Munoz Rivera Avenue Hato 14
Rey, PR 00917 Dear Mr. Negron 20
(P1) Congratulations on your nomination to the Honor Society. You have 33
worked diligently to achieve this academic success. It represents the dedica- 49
tion and initiative you have demonstrated during your high school career. 64
This distinction does not stop here; it is one you will carry all of your life. 80
(P2) As you pursue your postsecondary goals, we are sure that you can ex- 93
pect to be successful, for the foundation you have laid for yourself will cer- 109
tainly be strong and useful. The entire administration joins me in wishing you 125
continued success. (P3) You are a credit to your school and your family as 139
well as yourself. 143
Sincerely yours Enrique Pineiro Director-Administrator xx (110) 154

MODULE 2.0 TYPEWRITING II

TASK 2.17 CORRESPONDENCE PRODUCTION

OUTCOME-REFERENCED MEASURE (2.17): (Continued)

Letter 3 (AMS style) Words

Current date Dr. Sue McKaughan Department of Mathematics Oklahoma State 12
University Stillwater, OK 74074 18

CONTRIBUTION TO THE UNIVERSITTY DEVELOPMENT FOUNDATION (P1) 29
Thank you for your recent pledge of $400 to the Development Foundation. Your 44
support of Oklahoma State University is sincerely appreciated. (P2) You re- 58
quested that your commitment be fulfilled by bank drafts. Therefore, we would 74
appreciate your completing the attached cards and returning them to us in the 90
enclosed envelope. We will then forward one copy to your bank. (P3) Thank 104
you again for your gift to OSU. If you have any questions concerning this 119
procedure, please let us know. CHARLES M. WARNER, EXECUTIVE DIRECTOR 133
xx Enclosures 136

TASK 2.18 BUSINESS FORM PRODUCTION

OUTCOME-REFERENCED MEASURE: (2.18)

Refer to Task 1.16.

EQUIPMENT LIST

MODULE 2.0, TYPEWRITING II

1. Typewriters (one per student) (Recommended: 75 percent electrics and 25 percent manuals)
2. Automatic Typewriter (one)
3. Overhead projector (one)
4. Demonstation stand (one)
5. Record Player (one)
6. Interval timer and stopwatch (one)

PROFICIENCY REPORT

TYPEWRITING

PROFICIENCY REPORT
for

____
Vocational Course

Student: ______________________________

High School: ______________________________

Vocational Center: ______________________________

Date Training Initiated: ____________________
First Year Completed: ____________________
Second Year Initiated: ____________________
Second Year Completed: ____________________

Instructor: ______________________________

DIRECTIONS: The purpose of the proficiency report is to communicate to the student, other instructors, or potential employers the abilities that a student has demonstrated to the instructor in vocational training. Mark each task as soon as possible after instruction or skills demonstration. If instruction is not aimed as task proficiency, or if only an orientation or introduction to the task was provided, DO NOT mark a proficiency level or mark Level 0. Levels 1-4 indicate that instruction was given and the proficiency may be interpreted as follows:

Level 0	No skill level demonstrated or proficiency training not given in the skill.
Level 1	Individual's skill level is not that generally expected for entry level employment.
Level 2	Individual's skill level probably is that generally expected for entry level employment, but the individual probably will need close on-the-job supervision for a while longer.
Level 3	Individual's skill level is that generally expected for entry level employment.
Level 4	Individual's skill level is equal to that of a worker with some on-the-job experience.

For further description of the levels of proficiency, see the "Proficiency Report" section of the Policies and Procedures Guide for Articulation Between The School District of Greenville County and Greenville Technical College.

Student's Name ______________________________

PROFICIENCY REPORT

TYPEWRITING I

TASKS

			Proficiency Level 0	Level 1	Level 2	Level 3	Level 4	Date Completed	Instructor's Initials
MODULE	1.0	TYPEWRITING I							
TASK	1.01	Mastered Machine Parts, Manual							
	1.01	Mastered Machine Parts, Electric							
	1.02	Mastered Keyboard Use							
	1.03	Mastered Numbers, Signs, Symbols							
	1.04	Mastered Margin Settings: Pica & Elite							
	1.05	Proper & Proficient Use of Typewriter							
	1.06	Erased and Corrected Errors							
	1.07	Able to Center/Spread Center							
	1.0803	Horizontal Placement Tabulation							
	1.0804	Vertical Placement Tabulation							
	1.09	Typed Manuscripts							
	1.10	Typed Tabular Material: Tables, Columns, Rows							
	1.11	Composed Business Letters							
	1.12	Assembled & Typed Carbon Pack							
	1.13	Typed Business Letters - Specified Format							
	1.14	Typed 100% Accurate Large Envelope							
	1.15	Typed 100% Accurate Small Envelope							
	1.16	Typed Pre-printed Business Forms							
	1.17	Typed Memorandums, 100% Accuracy							
	1.18	Type Correspondence and Reports from Rough Drafts, Mailable							
	1.19	Typed Index Cards, 100% Accuracy							
	1.20	Proofread Final Copy							
	1.21	Typed No Less than 35 Gross WPM							

Comments:

Instructor's Signature: ______________________________

Student's Name ______________________________

PROFICIENCY REPORT

TYPEWRITING II

TASKS

			Proficiency Level 0	Level 1	Level 2	Level 3	Level 4	Date Completed	Instructor's Initials
MODULE	2.0	TYPEWRITING II							
TASK	2.01	Prepared Typed Minutes of Meetings							
	2.02	Typed Minutes of Meetings from Draft							
	2.03	Typed Spirit Masters							
	2.04	Typed Mimoegraph Stencils							
	2.05	Typed Straight Copy of 3 Minutes 40 WPM Minimum, 97% Accuracy							
	2.06	Typed Straight Copy of 5 Minutes, 50 WPM, 95% Accuracy							
	2.07	Typed Straight Copy of 10 Minutes, 65 WPM, 98% Accuracy							
	2.08	Typed Address on Envelopes							
	2.09	Typed Carbon Copies, 100% Accuracy							
	2.10	Typed Corrected Copy from Rough Draft							
	2.11	Typed Legal Documents, 100% Accuracy							
	2.12	Typed Tabular Production at Minimum of 10 N-PRAM, 20 Minutes							
	2.13	Agenda Preparation, 100% Accuracy							
	2.14	100% Accurate Itinerary							
	2.15	Multi-Page Letter, within 30 Minutes							
	2.16	Manuscript Production, 95% Accuracy							
	2.17	Correspondence Production, Minimum of 40-60 NWPM, 100% Accuracy, 20 Minutes							
	2.18	Accurate Business Form Production							
	2.19	Interoffice Memorandum Production, Mailable							
	2.20	80% Accuracy Minimum in Word Division							

Comments:

Instructor's Signature: ______________________________

REFERENCES

MODULE 2.0, TYPEWRITING II

In addition to the references listed for Typewriting I, the following references are applicable to Typewriting II:

Business and Office Education Office, Draft - Typewriting (1981 draft of objectives developed at the state level), Columbia, SC: SC State Department of Education (Office of Vocational Education), unpublished, [1981].

Casady, Bendixon, Carter. Great Outdooors, Inc., Student Desk Manual, 4th ed., Cincinnati, Ohio: South-Western Publishing Co., 1976.

Lloyd, Alan C.; Rowe, John L.; and Winger, Fred E. Typing 75, Advanced, New York: McGraw-Hill Book Company, 1957.

GENERAL REFERENCES

MODULES 1.0 and 2.0, TYPEWRITING I AND II

REFERENCES

A State Articulated Instructional Objectives Guide for Occupational Education Programs, State Pilot Model for Executive Secretary and Stenographer/Business Education, Kenansville, NC: James Sprunt Institute (Joint Project of The North Carolina State Department of Public Instruction and The North Carolina State Department of Community Colleges), 1977.

Articulation Agreement, Piedmont Technical College-Greenwood County Vocational Facility, Greenwood, SC: Piedmont Technical College, 1980.

Articulation Agreement, Piedmont Technical College-Newberry Vocational Center, Greenwood, SC: Piedmont Technical College, 1980.

Articulation Agreement for Office Operations/Secretarial Science, Bennettsville, SC: Marlboro Vocational School/Chesterfield-Marlboro Technical College, 1979.

Articulation Agreement, Secretarial Science/General Office, Florence-Darlington Technical College and Hartsville Area Vocational School, 1980.

Business Division Catalog, Greenville Technical College, 1980-82, Greenville, SC: Greenville Technical College, 1980.

"Draft Preview of Objectives for Typewriting," Columbia, SC: State Department of Education (Business and Office Education, Office of Vocational Education). 1981 draft copy still in production.

Kentucky State Department of Education (V-TEC), Catalog of Objectives, Criterion-Referenced Measures, and Performance Guides for The Legal Secretary and Court Reporter, Lexington, KY: Curriculum Development Center for Kentucky (Business and Office Education), 1978.

Secretarial Science Department, "Course Description Outlines for Typing I, SSC 152, Typing II - SSC 154, Typing III - SSC 159, and Typing IV - SSC 202," Greenville, SC: Greenville Technical College (Business Administration Division), 1980.

Trident Area Articulation Program, Typing, Revised 1979-1980, Charleston, SC: Trident Technical College, 1980.

University of Maryland (V-TEC), A Catalog of Performance Objectives, Performance Guides, Tools and Equipment for Word Processing Administrative Support Secretary, College Park, MD: Department of Industrial Education, 1979.

University of Maryland (V-TEC), A Catalog of Performance Objectives, Performance Guides, Tools and Equipment for Word Processing Correspondence Specialist, College Park, MD: Department of Industrial Education, 1980.

Virginia Polytechnic Institute and State University, *A Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Secretarial, Stenographic, Typing, and Related Occupations*, Blackburg, VA: Division of Vocational and Technical Education, College of Education, 1975.